A Report

On

Aadhar: An Initiative towards Excellence in Primary Education

For

DEPARTMENT OF PRIMARY EDUCATION
DISTT. MUZAFFER NAGAR-UTTER PRADESH

Study conducted By:

Abhinav
Organization For Rural Development

(ISO 9001 : 2008 & 14001 : 2004 Certified.)

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EXECUTIVE SUMMARY

This report is intended to bring the light on the impacts of the Initiative **Aadhar: An Initiative towards Excellence in Primary Education** started by District Administration in Muzaffarnagar to bring out reform in terms of enrollment, quality, and attendance with holistic perspective by optimum utilization of human and physical resources. This report moving through the action initiative evaluates the extent to which Aadhar has reached in its objective. This is an impact analysis which reflects the impact in data form. This report brings out the positive impacts of the initiative and indicates the shortcomings as well.

By analyzing the community participation, utilization of resources, impact on quality of education, awareness, acceptance of the initiative and sustainability, this report gives a detailed description of the initiative and its effectiveness.

1. INTRODUCTION

This research report is conducted by **Abhinav** which is independent, non profit non government organization. Based at Muzaffarnagar, **Abhinav** works for creation of awareness, women empowerment,rural and slum development, education, etc.

With a mission of "Mainstreaming the poor and downtrodden towards development and notional progress through promoting people's organization as the key element to achieve a self-reliant community", **Abhinav** is continuously working to:

- To provide and help urban and rural poor in getting services such as health, nutrition, education, sanitation and housing:
- To organize Social, Cultural and Environmental activities, channel zing youth energy into creative and constructive action:
- To create public opinion and social awareness:
- To establish vocational training centers, educational institutions, Centre for age old, disabled and distressed men and women, orphanages, etc. for social welfare.
- To provide legal aid services to the poor marginalized aged and distressed person etc.
- Helping migrated community to cope up with the Socio-economic constraints.

Abhinav is also known for its illustrative work for conducting surveys, research work, case studies, and analysis. **Abhinav** always looks for such constructive work to give his contribution in social welfare.

This Research is conducted in all the blocks of Muzaffarnagar. This report is based on the interviews, newspaper reports, details of teacher's diary, and various data provided by BSA. For this Research **Abhinav** Associates travelled and visited schools for having a critical look on the effect of the Aadhar initiatives at root level. The Snaps gathering, Data collection, news paper reports collection and interaction with local citizen were the prime work to get a clear picture of changing image of government schools.

This Report is intended to bring the light on the impacts of the Initiative **Aadhar**: **An Initiative towards Excellence in Primary Education.**

2. BACKGROUND OF THE STUDY AND AREA

Muzaffarnagar is a district in Uttar Pradesh having total area is 4049 km² and is lying between 29°11′30″N and 29°45′15″N and between 77°3′45″E and 78°7′E. According to the 2011census Muzaffarnagar district has a population of 4,138,605 ranks 49th largest population holding district Muzaffarnagar has a sex ratio of 886 females for every 1000 males. Muzaffarnagar is a category "B1" district i.e. having socio-economic parameters below the national average. Some parameters for the district are:

Table-1: Parameters of Muzaffarnagar District

Total Tehsil	: **04(Muzaffarnagar, Jansad, Bhudhana, khatauli)**
Development blocks	: 09 (khatuali, jansad, purkaji, morna, sadar, baghra, shahpur, Charthaval, budhana)
Town area	: 02 (Muzaffarnagar, Khatuli)
BRC	: 09
Literacy rate	: Male – 73.11% Female- 48.66% Total – 61.68

Muzaffarnagar, a District situated in the prosperous western part of Uttar Pradesh, has been observing continuous declining level of education quality and education system. The falling image got so worse that common men found it insulting to send the child in government schools. Reports showed the reason behind this were late arrival of teachers, very poor attendance of students, low enrollment, and frequent absence of teachers, very low quality and delivery of education, poorly skilled teachers, and engagement in non-academic activities.

Under **Right of Children to Free and Compulsory Education Act** or **Right to Education Act (RTE)**, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution, Government of India has taken many initiatives to ensure "Education to everyone". A positive encouraging trend is being marked in enrollment and literacy rate across the India.

To ensure Healthy education and upswing in education condition in Muzaffarnagar area a initiative named "Aadhar" was introduced in supervision and guidance of Collector & District Magistrate Mr. Surendra Singh and supervision of BSA Shri Kaustubh Kr Singh. Aadhar is intended to enhance academic standards of Basic education in Muzaffarnagar. Aadhar is aiming at ensuring the proper education to all the children and bringing back the lost pride of Government schools education.

3. OBJECTIVE OF THE STUDY

To overcome the problem and to bring the reforms in quality of education in government run schools the Aadhar was introduced in government run primary and upper primary schools. Aadhar has following prime objectives:

- To bring reform in quality of education in government run schools with maximum utilization of available resources.
- To utilise hidden potential of teachers who, in government, are much more qualified and better paid compared to private schools.
- To restore faith of people in these schools for quality and satisfactory education.
- To provide equitable and quality education to poorest of the poor mass of the society.
- To impart moral, behavioural, social and academic learning for personality development of the students

The initiative integrates with detailed annual activity plan which include academic and extracurricular activities. This initiative also considers the community participation as an integral part. Certain activities were included with the following objective.

Table-2: Certain activities with objectives

S.No.	Activity	Objective
1.	BRC Day	To solve the problems of teachers
2.	Mid day meal initiative implementation & fund utilization	To provide Nutrition to every school going child
3.	Science Exhibition	To encourage students toward science subject
4.	Brilliant student and ideal teachers competition	To bring competitiveness and to encourage meritorious students.
5.	Game and physical activities	To offer a platform for the students to show their extracurricular talent
6.	Graphical representation of the student growth	To track the growth of students
7.	Honoring teachers	To motivate the teachers
8.	Seminar, rallies, and Parents teacher meeting	To ensure community participation
9.	Book Distribution	To help out the students of marginal section
10	Uniform Distribution	To bring uniformity in student

3.1.   Positive Impacts

- Competitions led to strong wave of motivation, inspiration & dedication among all- teachers, students & parents/guardian. **The 62 toppers students were adopted by businessmen & elite class of the city**.
- Society took active part as the local people were involved at each stage of the initiative. At many places people gave their support and inquired time to time about the progress of the schools.
- A motivated workforce of teacher came out, striving to reach to excellence in teaching. Teachers were appreciated on the basis of ambience of their respective schools
- Least suspension and high check on teachers union have brought the positive result in teacher's attendance.
- Through continuous reviews and tracking of education achievements has brought a notable change in education quality.
- Media support and other local body support brought public awareness.

3.2.   Achievement in Numbers

- 5.41 % growth in overall attendance.
- Overall 76% attendance is achieved
- Improved attendance in every block.
- 15% growth in comparison to last year enrollment.
- Higher girl participation. 52% of total students are girls.
- 18% Increase in boys enrollment in comparison to last year enrollment.
- Improved parent teacher interaction in most of the blocks.
- 6 out 9 blocks achieved 100% parent teacher meeting targets.
- 30 % more Mid day meal fund allotted in comparison to last year
- Health and hygiene Measures properly followed
- 70% use of the total allotted mid day meal funds
- 70% of total Village education fund is successfully used.
- more than 187% in comparison to last year total fund spent on uniforms
- Continuous growth in attendance percentage
- Higher participation of students and teacher
- Complete schedule for year activity
- Provisions for tracking the growth in each area of child development
- Low dropouts recorded

Aadhar initiative is an overall success and its sustainability and continuity with timely advancements will surely bring the reforms in Education level.

4. RESEARCH METHODOLOGY

(i)   Visits and Interviews:

To overview the overall impact and to understand the demography of the research area **Abhinav** visited the Schools and villages. The purpose of visits was to understand the population, income, employment, social structure and many such minute things which affect the education system in any area. We investigated and interviewed the local citizen, students and teachers with the help of a questionnaire *(See Appendix-I for detailed questionnaire)* to understand their views on Aadhar initiative. With this effort we also wanted to know the effects of the initiatives and the demographic barriers in implementation or successful operation of the initiative.

We gathered snaps, details which were of our use to do the effective analysis. Talking with citizens, students and teachers gave us subjective ground idea for parameters to be considered in analyzing and writing this report.

(ii)   Data Collection:

We started with new paper cuttings which were a trustworthy source to have a critical look on the activities performed during the course of a year. Locally gathered information were the basis of the data reference check. BSA was extremely helpful in providing the data. We collected data on the entire demographic basis. We also gave consideration to public opinion. Gram Pradhan, teachers, Citizens and BSA helped us a lot to gather the data.

(iii)   Analysis:

The research is intended to bring the light on the impact of Aadhar initiative. For analyzing the impact various parameters were shortlisted to present this report in precise and effective manner. We decided to base our report on:

➢ **Effect of Aadhar on enrollment:** We decided to check the trend in Enrollment in past few years. This Effort was to get the impact of Aadhar. Higher number of Enrollment means the positive effects Aadhar has. We also considered the impact of Aadhar in attracting Girl childs , minority and SC students to schools.

➢ **Effect of Aadhar on Attendance: Attendance is another basic parameter to check the sustainability of the Aadhar.** Any initiative can be successful only by ensuring participation of everyone involved. Hence

we decided to have check on Student attendance trend, Teachers Attendance trend in past few years. We made this trend basis for calculating the sustainability of Aadhar.

➢ **Effect of Aadhar on Teacher's Participation:** with the help of a survey and data from BSA we analyzed the teacher's participation and its impact on education pattern. Teachers are the prime responsible for successful implementation of the initiative. We tracked teacher's attendance, their views, results etc to measure the effects of the initiatives taken to get a higher participation of the teachers.

➢ **Effect of Aadhar in changing social perception:** we wanted to know the Aadhar's impact on society and hence we decided to check out the Parents teacher's interactions, Society participation. We also gathered an opinion survey to get the public opinion on Aadhar.

➢ **Others:** we also considered the other initiatives like,

- Allotted fund and Expenditure on MDM and its effects
- Allotted fund and Expenditure on Uniforms and its effects
- Allotted village fund and Expenditure and its effects
- Effects of competitions and game activities

(iv) Suggestions:

Suggestions are based on the analysis done and the opinion taken from the surveys. Our suggestions are based on the impact analysis and intended to bring sustainability for Aadhar Initiative.

5. ABOUT THE AADHAR INITIATIVE

In 90's Basic education system was almost lost and its image in public went so low that many of the people thought these are the places of free meals and scholarships. This was the time when most of the private school came in to existence and primary education became a business. District Muzaffarnagar was also affected with the scenario. Many schools were closed and all the running schools were seeing a tough time. With politics in appointments and transfer, many schools of the area were running with sikhamitra only.

For instance in Sadar block only 167 teachers were required but the appointments were 222 whereas other blocks like purkazi were fighting the shortage of skilled teachers.

The inspection criteria was only restricted to checking the meal quality and proper distribution of scholarships.

The true measures of education like progress of student, teacher – student, teachers – parent relation were left behind. No motivation was given to dedicated teachers and there was no definite plan to put the things in proper manner. In these adverse situations, a shift in the approach was needed and hence Aadhar as an initiative was introduced to overthrow the Disruption and corruption in Basic education Department of Muzaffarnagar. Mr Surendra Singh, District magistrate with his team took the Anchor role and visualized the Aadhar initiative.

Brief Introduction of Aadhar:
- To eradicate the corrupt practices in Basic education department
- To ensure proper education to every child
- Ensuring holistic development of child
- To track and ensure the advancement in education level in district
- Encouraging and attracting children to ensure maximum enrollments
- To ensure the parents and Community participation in improving the education quality and values in children.
- To change the old image and placing a new refined image of Government schools
- To ensure proper implementation of MDM initiative
- Encouraging teachers to create ambience promoting education in schools
- Honoring Retired teachers for their services to society and education

5.1.   Introduction to Aadhar initiative

With Above mentioned objectives the Aadhar initiative was launched in Muzaffarnagr in Guidance of District magistrate Mr. Surendra singh and district Basic education officer Mr. K K Singh. This initiative with propitious objectives is writing new chapter in education advancement. This is a initiative to give a proper direction to the millions of rupees being spent on improving education.

Programme undertaken in Aadhar initiative:
With a slogan of Chalo Padhayein – Kuchh kar dikayein, **Aadhar – ek sakaratmak soch** these below mentioned programmes are being performed throughout the year:

- ✓ Ideal teacher and Brilliant students Search competition: Under the Guidance of district magistrate Mr. surendra singh "Aadarsh sikshak avam Medhavi chhatra khoj pratiyogita 2013" was organized in the district for the first time. This competition is indented to motivate the teachers towards their responsibilities and to encourage the meritorious students. This initiative is indented to develop the dedication competitiveness traits in students.

- ✓ Honoring retired teachers: This initiative is to acknowledge the work of retired teachers. This program also facilitates a quick disbursement of the retiring funds for retired teachers.

- ✓ Development of Model Schools: This program is intended to facilitate a fair competition for being best school. In Every nyay - panchayat region, this initiative was taken with certain standard keeping in mind, in order to make ideal schools in real sense. This initiative is intended to improve education quality and environment in the district's schools.

- ✓ Publishing Aadhaar Guide Booklet: A Booklet has been published to introduce the Aadhar initiative. This booklet boasts formats, technical Information, general information about the initiative. This Booklet explains in detail about the initiatives, initiatives taken for maintain teaching quality and routine and yearly working guidelines.

- ✓ Establishment of a control room for Adhaar: It was necessary to have a check over the introduced initiative. Hence to ensure a proper implementation of the initiative Aadhar control room was established at basic education officer's office. To give a new wings to Sarv Shiksha abhiyan (education for everyone), services of subject specialist teachers are being taken.

- ✓ Teachers Diary: A comprehensive diary was prepared for each teacher and distributed all over district. This diary acted as encyclopedia of the class with detail of daily scheduled activities, annual activities, yearly objectives, time table, monthly syllabus, details of teachers-parents interaction, profile of every student indicating learning status(star status) etc.

- ✓ Celebrating B.R.C. day: This day celebration is planned to solve the teaching and departmental problems of teachers.

- ✓ Scout guide training: This is a training program for the teacher, having interest in scout and guide. This initiative was taken to make a able team of Scout guide teachers in district.

- ✓ Volunteer cycle rally: this cycle rally is aimed to create public awareness about "Right to education". This was also intended to attract society participation in improving the education. Organizing science exhibitions: To develop a positive approach towards science subjects, a science exhibition at block level is conducted yearly.

- ✓ Educational seminar with social Intellectuals: To ensure the social participation and to get the positive inputs to improve the initiative a seminar was organized. Continuous improvements require guidance and feedback of the society and this seminar facilitates a ground for open discussion over education status and improvements methods.

✓ Communicating with media for awareness of educational plans: To create a better awareness about Education to everyone program and various initiative about education better media management is required. Understanding the very fact, Initiatives are taken to use the print and electronic media effectively.

5.2. **Aadhar Year Plan**

Table-3: Aadhar Year Plan

No.	Month	Week	Proposed program
1	July	First	Books distribution at school level
		Second	Identification and division of students in red green and yellow house on basis of ex class knowledge test
		Third	
		Fourth	Uniform distribution and class wise monthly attendance chart
2	August	First	Best bag competition (school level)
		Second	Innovative teaching skills competition
		Third	Uniform competition
		Fourth	
3	September	First	Science exhibition (Block level)
		Second	Ideal teacher and Brilliant student search competition
		Third	Graphical representation of Student progress of each red green and yellow house Student on basis of first session exams
		fourth	
4	October	First	Science exhibition (District level)
		Second	One day games competition at nyay panchayat level
		Third	Syllabus based competition (Block level)
		fourth	One day for games (at block level)
5	November	First	Education Awareness week celebration (prize distribution, TLM fair Art competition etc)
		Second	
		Third	
		fourth	
6	December	First	
		Second	Graphical representation of Student progress of each red green and yellow house Student on basis of half yearly exams
		Third	Scout camp and class wise teachers parent meetings on 24th December. Assignments for winter vacations
		fourth	
7	January	First	
		Second	Bag and book covers competition
		Third	

		fourth	Handwriting competition
8	February	First	Ideal teacher and Brilliant student search competition
		Second	
		Third	Graphical representation of Student progress of each red green and yellow house Student on basis of second session exams
		fourth	
9	March	First	Cultural programs competition
		Second	Syllabus based competition (Block level)
		Third	
		fourth	
10	April	First	Education Awareness month celebration (prize distribution, TLM fair Art competition etc)
		Second	
		Third	
		fourth	
11	May	First	
		Second	Graphical representation of Student progress of each red green and yellow house Student on basis of final exams
		Third	
		fourth	Results. Annual Programs, farewell and assignments for summer vacation

This detailed program is self explanatory of the feasibility and adoptability of the initiative. To ensure the proper implementation of the Aadhar initiative, Aadhar control room asks for various reports and details from teachers and schools.

5.3.   Aadhar control room's Duties and directives

- ❖ Classification of schools on basis of the progress report
- ❖ Ensuring proper implementation of Aadhar year plan at every school
- ❖ Ensuring the submission of next month working plan of every school by last week of every month
- ❖ Ensuring timely and routine inspection of schools
- ❖ Ensuring regular updating of following register at every school

  - ♦ Teacher's diary
  - ♦ Classification of student progress in red, green and yellow houses (for each class) Teacher's attendance
  - ♦ Class wise student attendance
  - ♦ School profile
  - ♦ Student profile
  - ♦ School management committee
  - ♦ School activity register (with snaps)
  - ♦ Teachers parents meeting register
  - ♦ Village education fund and mid day meal register

- Scholarship distribution register
- Uniform distribution register
- Inspection register

5.4. Purpose and Priorities

Aadhar was launched with following purposes and priorities:

- To bring reform in quality of education in government run schools with maximum utilization of available resources.
- To utilize hidden potential of teachers who, in government, are much more qualified and better paid compared to private schools.
- To restore faith of people in these schools for quality and satisfactory education.
- To provide equitable and quality education to poorest of the poor mass of the society.
- To impart moral, behavioral, social and academic learning for personality development of the students.
- To ensure equitable distribution of teachers as per the requirement and availability of vacancy and on the basis of merit and rule etc.
- To secure retention of children by imparting learning with fun.
- To develop a competitive atmosphere among the teachers for teaching and students for learning.
- To motivate sincere and devoted teachers for excellence in teaching.
- To device better learning technique with the help of available limited resources.
- To make sure that syllabus is completed within stipulated time.
- To address grievance of teachers and officials of education department.
- To enhance parents-teachers interaction to exchange their views about students.
- Prove that change is possible even in most difficult circumstances.
- To secure creative, qualitative and sustainable elementary education in equitable environment for every child in the age group of 6-14 as mentioned in RTE.
- To establish conducive atmosphere for teachers and students in school.

- To involve community in determining shape of the future of their young generation.
- To have maximum enrollment of the students from all sections of the society.
- To relieve poor from the burden of fee and other expenditure of private schools.
- To utilize exchequer money to maximum extent possible.
- To reward honest & sincere worker punish those who do not fall in line.
- To compete with private schools and revive brand image in order to attract maximum students or even pull students from private schools.
- To introduce extracurricular activities in these schools.
- Inculcate creative idea of individual teacher and replicate them in other schools.
- To spread mass awareness about comparative advantage over private schools with assurance of quality education.
- To provide platform/ alternative to the people who cannot afford private education.
- Implement RTE and directions of state/central government in true spirit.

6. AN OVERVIEW: AADHAR IMPLEMENTATION AT VARIOUS SCHOOLS

6.1. Ideal teacher and Brilliant students Search competition

This competition was organized to infuse the student and teacher with enthusiasm. This competition was for students and teachers to give them a fair chance to compete.

Under the guidance of district magistrate Mr. Surendra singh and supervision of Mr Kaustubh Kr Singh, the Ideal teacher and Brilliant students Search competition 2013 was successfully organized. It was his vision to organize a competition to gauze the teachers and students abilities and to bring out and honor the brilliance. With this guidance a total of 31287 selected students took participation in the competition.

अब्राइम लिंकन का अपने पुत्र के अध्यापक को लिखा मार्मिक पत्र

अध्यापक महोदय,

मेरे बच्चे का पढ़ाना कि संसार में दुरुष्ट होते हैं, तो आदर्श नायक भी कि जीवन में शत्रु हैं तो मित्र भी हैं। उसे बताना कि श्रम से मिला एक रूपया, बिना श्रम मिले पाँच रूपये से अधिक मूल्यवान है।

उसे सिखाना कि पाई हुई हार कैसे झेले और साथ ही सिखाना, जीत की खुशियां मनाना।

उसे पुस्तकों के आश्चर्यलोक का ज्ञान अवश्य कराना किन्तु उसे इतना समय भी देना कि वह नीले आकाश में विचरण करते पक्षी समूह के शाश्वत सत्य को जान सके, हरे भरे पर्वतों की गोद में खिले फूलों को देख सके।

उसे यह भी सिखाना, धोखे से सफलता पाने से, असफल होना सम्मानीय है और अपने विचारों पर भरोसा रखना विश्वसनीय है।

उसे सिखाना कि वह सबकी सुनते हुये अपने मन की भी सुन सके, हर तथ्य को सत्य की कसौटी पर कस कर गुन सके। यहद सिखा सको तो सिखाना कि वह दुख में भी मुस्कुरा सके, घनी वेदना से आहत हो, पर खुशी के गीत गा सके।

उसे सिखाना, वह भीड़ के शोर में भी अपने कान बन्द कर सके और स्वत: की अंतरात्मा की सही आवाज सुन सके, सच के लिए लड़ सके और सच के लिए अड़ सके।

उसे सिखाना, सज्जन के साथ सज्जन रहना है किन्तु कठोर के साथ हो कठोर और लकीर का फकीर बनकर उस भीड़ के पीछे न भागे, जो करती हो निरर्थक शोर।

उसे सिखाना, दु:ख में कैसे हँसा जाता है, उसे समझाना कि आँसुओं में कोई शर्मा की बात नहीं होती।

उसे साथ सुकोमल व्यवहार करना पर प्यार के अतिरेक से मत बहलाना क्योंकि तप तप कर ही लोहा खरा बनता है तथा ताप पर ही सोना निखरता है।

उसे साहस देना ताकि वक्त पड़ने पर अधीर बने सहनशील बनाना ताकि वह वीर बनें।

उसे सिखाना, कि वहस्वयं पर असीम विश्वास करे ताकि समस्त मानव जाति पर भरोसा व आस धरे।

यह एक बड़ा सा, लम्बा चौड़ा अनुरोध है, पर तुम कर सकते हो, क्योंकि तुम्हें इसका बोध है।

– अब्राइम लिंकन

सर्व शिक्षा अभियान, मुजफ्फरनगर

आदर्श शिक्षक एवं मेधावी छात्र खोज प्रतियोगिता

वर्ष: 2012–13

जनपद   मुजफ्फरनगर

"आधार"
एक सकारात्मक सोच

के0के0 सिंह
जिला बेसिक शिक्षा अधिकारी
मुजफ्फरनगर

रविन्द्र गोडबोले
मुख्य विकास अधिकारी
मुजफ्फरनगर

सुरेन्द्र सिंह
जिलाधिकारी
मुजफ्फरनगर

Table-4: Block wise Participation Detail

Sr. No.	Name Of development Block	Student participation in Class 2	Student participation in Class 3	Student participation in Class 4	Student participation	Total	Student participation in Class 6	Student participation in Class 7	Student participation in Class 8	Total	Grand Total
1	Budhana	561	550	534	526	2171	251	256	250	757	2928
2	Sahpur	429	428	415	411	1683	228	219	223	670	2353
3	Kanghla anshik	287	283	276	262	1108	126	123	125	374	1482
4	Janshad	799	784	762	730	3075	314	302	297	913	3988
5	Morna	584	568	558	515	2225	241	232	233	706	2931
6	baghna	510	513	504	498	2025	257	258	256	771	2796
7	charthaval	611	622	630	612	2475	275	274	270	819	3294
8	Saradr	553	551	542	541	2187	291	299	289	879	3066
9	Khaloti	842	842	827	828	3339	333	319	312	964	4303
10	Purkazi	528	519	496	488	2031	267	270	257	794	2825
11	Town Area khatoli	57	57	51	52	217	42	42	42	126	343
12	Town Area M.nag	232	230	223	202	887	28	26	28	82	969
	Total	5993	5947	5818	5665	23423	2653	2620	2582	7855	31278

In this competition 7 student (from class second to 8th) were selected from each class and every primary and Upper primary school. Out of seven 4 were selected by teachers and 3 students were selected randomly by officials.

By this process **31287 students** were selected from 9 blocks and 2 town areas of district. This two phase competition was organized at 14th Feb at nyay panchayat level. At 80 centers district level officers were appointed centre administrator. Considering every block as sector, Block devolvement officers were appointed as sector in-charge. Further considering tehsil area as zone, Tahsildars and SDMs were appointed as Zonal magistrate.

Two police espy and two home-guards were instructed to be present at every centre to ensure there must not be any teacher, parent or any chaotic element in 200 mtrs radius of Exam centre. Medical reinforcement was present with ANM first aid kit and ORS solution. District magistrate instructed DPRO to appoint 5 sweepers for pre and post cleaning of the canters. Gram panchayat secretary and Gram Pradhan were made responsible to bringing to centers and leaving back the student to their homes.

आओ पढ़ायें सर्व शिक्षा अभियान कुछ कर दिखायें
सब पढ़ें सब बढ़ें
आधार
एक सकारात्मक सोच
आदर्श शिक्षक एवं मेधावी छात्र
खोज प्रतियोगिता–2013
बेसिक शिक्षा विभाग, मुजफ्फरनगर (उ०प्र०)

Reporting time at centre was 11.00 am and exam time was 12.00 to 2.00 pm. Seating arrangements were pasted on notice board of each centre for convenient seating arrangements. After exams, Biscuit packets were distributed among the appearing students.

6.2. Honoring retired teachers

A new trend has been set with honoring the retired teacher in Muzaffarnagar. In presence of Honorable district magistrate, for the first time retired teachers were honored for their contribution to education and society. On this Occasion Mr. Surendra singh, DM Muzaffarnagar, distributed shawls and checks to honor the retired teachers. This program was an attempt to get the retiring funds released at once.

Earlier there were not any farewell programs for retiring teachers. Moreover teachers were facing the problems with long process of release of retirement funds. With Aadhar initiative, this was a successful; attempt to solve the problems of teachers and honoring their contribution to department and society.

इनबॉक्स खतौली

'आदर्श शिक्षक-मेधावी छात्र' खोज प्रतियोगिता की परीक्षा की देते बच्चे।

आदर्श शिक्षक-मेधावी छात्र खोज परीक्षा संपन्न

खतौली : शहर-देहात समेत जिला स्तर पर 'आदर्श शिक्षक-मेधावी छात्र' खोज प्रतियोगिता परीक्षा आयोजित कराई गई। इसमें परिषदीय विद्यालयों के कक्षा दो से लेकर आठ तक के 4264 बच्चों ने भाग लिया। खतौली ब्लाक में पंद्रह केंद्रों को तीन सेक्टरों में बांट कर परीक्षा सकुशल सम्पन्न कराई गई। परीक्षा को लेकर प्रशासन रुख सख्त रहा। एसडीएम, बीडीओ और तहसीलदार ने विभिन्न केंद्रों का औचक निरीक्षण किया। डीएम सुरेंद्र सिंह ने परिषदीय विद्यालयों में घट रहे शिक्षा के स्तर को उठाने के लिए 'आदर्श शिक्षक-मेधावी छात्र' खोज प्रतियोगिता की योजना तैयार की। उक्त योजना में ब्लाक स्तर के परिषदीय विद्यालयों के 2 से कक्षा 8 के बच्चों को शामिल किया गया। परीक्षा के लिए एक कक्षा से दो छात्राओं समेत सात बच्चों का चयन किया गया। गुरुवार को प्रथम चरण की परीक्षा में खतौली ब्लाक में पंद्रह केंद्र बनाकर परीक्षा कराई गई। व्यवस्था के लिए कार्यक्रम को तीन सेक्टरों में बांटा गया। इनमें प्रथम तहसीलदार हर्ष चावला रहे, द्वितीय की जिम्मेदारी खंड विकास अधिकारी जयपाल सिंह की रही, जबकि तीसरे सेक्टर की कमान नायब तहसीलदार धर्मेंद्र सिंह ने संभाली। इस दौरान जनता इंटर कालेज में 515, बाबू स्मारक इंटर कालेज पमनावली में 328, आदर्श जनता इंटर कालेज कैलावड़ा में 277, सरस्वती इंटर कालेज चांदसमद में 317, आदर्श जनता इंटर कालेज भंगेला में 249, जवाहरलाल नेहरू स्मृति इंटर कालेज रबापुरी सठेड़ी में 365, उच्च प्राथमिक विद्यालय लोहड्डा में 430, पिकेट इंटर कालेज खतौली में 343, उच्च प्राथमिक विद्यालय मंसूरपुर में 469, महर्षि दयानंद इंटर कालेज दुधाहेड़ी में 472, जनता इंटर कालेज गंगधाड़ी में 499 बच्चों ने परीक्षा दी। परीक्षा की व्यवस्था जानने के लिए एसडीएम नरेंद्र सिंह समेत कई अधिकारियों ने केंद्रों का निरीक्षण किया।

बुढ़ाना ब्लाक के 2922 बच्चों ने दी परीक्षा

बुढ़ाना : आदर्श शिक्षक एवं मेधावी छात्र खोज प्रतियोगिता में ब्लाक बुढ़ाना के कुल 2922 बच्चों ने भाग लिया। कक्षा दो से आठ तक के छात्र-छात्रा परीक्षा में शामिल हुए। परीक्षा का मुख्य उद्देश्य शिक्षा को बढ़ावा देना है। एबीएसए वेदप्रकाश गुप्ता ने बताया कि बुढ़ाना ब्लाक में सात न्याय पंचायत है। न्याय पंचायत बिटावदा का परीक्षा केंद्र प्राथमिक विद्यालय नम्बर 3 बुढ़ाना में बनाया गया। न्याय पंचायत कुरथल का परीक्षा केंद्र प्राथमिक विद्यालय चंदहेड़ी में बनाया गया। न्याय पंचायत जौला का परीक्षा केंद्र पार्श्वनाथ जैन इंटर कालेज जौला में बनाया गया था। एबीएसए ने बताया कि परीक्षा का रिजल्ट डीएम सुरेंद्र सिंह घोषित करेंगे।

भोपा में सैकड़ों बच्चों दी परीक्षा

भोपा : आदर्श शिक्षा मेधावी छात्र खोज प्रतियोगिता में सैकड़ों बच्चों ने भाग लिया। एसडीएम ने परीक्षा केन्द्रों का निरीक्षण किया। विकास खंड मोरना क्षेत्र के महर्षि दयानंद कालेज जड़वड़, उच्च प्राथमिक विद्यालय जटवाड़ा, तिस्सा, प्राथमिक विद्यालय भोपा, बेहड़ा, किसान मजदूर हाईस्कूल चौरावाला, इंटर कालेज भोकरहेड़ी, महर्षि सिकंदरपुर, प्राथमिक विद्यालय गादला में आयोजित आदर्श शिक्षा मेधावी छात्र खोज प्रतियोगिता परीक्षा में छात्र-छात्राओं ने बढ़ चढ़कर भाग लिया। एसडीएम जानसठ जेपी गुप्ता, खंड शिक्षा अधिकारी मोरना आनंद पाल सिंह, नायब तहसीलदार पुष्करनाथ ने परीक्षा

केंद्र का निरीक्षण करते एसडीएम।

This year 146 retiring teachers were honored with citation and GPF, PPO and other funds check. Happy with this initiatives many teachers praised the initiatives.

6.3. Education awareness Month celebration & Volunteer cycle rally

A complete moth was dedicated for spreading the messages related to "sarv shiksha abhiyan". Aadahr yojna not only works on proper education but it also work for spreading the message that education is important for everyone.

Considering this fact a whole month was celebrated as education awareness month and various activities were done to propagate the importance of education and schools

This rally was organized to create awareness about education, right to education and Aadhar program. Student or various schools and teacher participated in this rally. This cycle rally attracted general public towards it and students and teachers demonstrated the importance of education with banners and posters. At many places public welcomed the rally with claps and flowers. This rally brought the public and school closer. Girls also took active participation in this awareness rally and their presence made this rally more successful.

6.4. Celebrating B.R.C. day

This day was celebrated to resolve the problems of the teachers. On this day teachers found the solutions for the departmental problem and problems related to teaching. This was an attempt to understand the teacher problems. Since the schools are in remote villages and teachers face many problems in creating proper teaching environment. Hence this day was celebrated to focus and resolution of teacher's problem.

6.5. International day for disabled persons celebration

"Every child is like raw mud and teacher is like a potter who gives shape to mud. A teacher shapes the career of a student. God blesses everyone with different abilities hence underestimating a disabled person is ridiculous. I have a serious objection on word "disabled" rather I would like to call them 'differently able' " Says Honorable DM of Muzaffarnagar, where his visionary initiative Aadhar is introduced under his supervision.

On international day for disabled person various cultural and games activities were performed, where every differently-abled child got a chance to compete. Basic education officer Mr. Kaustubh Kumar Singh inaugurated the game competition. On this occasion few seminar were organized in various blocks and school where intellects shared their views and concerns.

6.6.　**One day Games and cultural activities**

Under Aadhar initiative, One day games and cultural activity is proposed every year. This year this day was celebrated with a great enthusiasm. The children in various attires took parts in cultural activities. Students also took an active part in game activities too. The euphoria among the student was non explainable. Games are equally important for physical and mental development of a child. Various physical games like race, throws, cricket and mental games like quizzes were played in schools.

6.7.　**Educational seminar with social Intellectuals**

To ensure the society participation, educational seminars were organized at different schools where intellects shared their view about education and Aadhar initiative. This activity was also aimed to wash out the old dull image of government schools. Aadhar initiative is also aimed to create a new dignified image in every mind. In this seminar the people were told about the Aadhar. Intellects welcomed the initiatives and shared their points in details. Some of the responsible citizen came out and promised to help the schools in every manner.

This activity created and awareness in peoples and teachers came to know about the social views on the Aadhar initiative. From various schools some important suggestions came out.

6.8.　Communicating with media for awareness of educational plans
Media in now a day plays a vital role in spreading the new and messages. Hence an effective management of the media was necessary. Indentifying this fact an able media cell was formed for a better communication. Media took an active role and published and propagated every positive effect of the Aadhar initiative.

Every activity of every school was covered and reported to spread the effectiveness of the Aadhar initiative.

6.9. Competition and winners

आदर्श शिक्षक एवं मेधावी छात्र खोज प्रतियोगिता –2013 मु0नगर

क्रम सं0	न्याय पंचायत का नाम	अध्यापक का नाम	विद्यालय का नाम	मोबाईल न0
1	मंदौड	श्री विष्णुदत्त त्यागी	सिखेडा	9719354910
2	कवाल	श्री अनिल कुमार	चित्तौडा	7351478708
3	सालारपुर	श्री अनिल मित्तल	तालडा	9259075189
4	सम्भलहेडा	श्री सत्यप्रिय	जटवाडा	9808017433
5	हुसैनपुरखादर	श्री अजय कुमार	स्याली	9457051106
6	घटायन	श्री दीपक कुमार बावरे	कुतुबपुर	8006565008
7	कासमपुरखोला	श्री पंकज गुप्ता	टण्डेडा	9458482617
8	कैथोडा	श्री अमित कुमार	मीरापुर	7417074090
9	तिसंग	श्री सतेन्द्र कुमार	मन्तौडी	9411845613

आदर्श शिक्षक एवं मेधावी छात्र खोज प्रतियोगिता–2013 मुजफ्फरनगर (परीक्षा तिथि– 26.02.2013)

वरीयता सूची

क्र0 सं0	विकासखण्ड का नाम	न्याय पंचायत का नाम	अनुक्रमांक		छात्र/छात्रा का नाम	पिता का नाम	विद्यालय का नाम	कक्षा	वर्ग	कक्षाध्यापक का नाम	पद	प्राप्तांक	टिप्पणी
1	2	3	4		5	6	7	8	9	10	11	13	14
1	मोरना	भोपा	MO	133	शावेज	अनीस	प्रा0वि0 युसुफपुर	2	अल्पसंख्यक	शालू	स0अ0	20.00	प्रथम
2	चरथावल	दूधली	CH	239	निसबा	महताब राणा	प्रा0वि0 क्यामपुर	2	अल्पसंख्यक	वर्मदास	स0अ0	20.00	प्रथम
3	चरथावल	दूधली	CH	240	इनान	नूर मौ0	प्रा0वि0 क्यामपुर	2	अल्पसंख्यक	वर्मदास	स0अ0	20.00	प्रथम
4	खतौली	सराय रसूलपुर	KHT	115	खुशबू	राजू	प्रा0वि0 सराय रसूलपुर	2	अल्पसंख्यक	नितिन	शि0मि0	19.00	द्वितीय
5	खतौली	सराय रसूलपुर	KHT	116	सदफ	जुल्फुकार	प्रा0वि0 दूदाहेडी–2	2	अल्पसंख्यक	अरुण कुमार	शि0मि0	19.00	द्वितीय
6	मोरना	भोपा	MO	130	आवेश	श्री शहीद	प्रा0वि0 युसुफपुर	2	अल्पसंख्यक	शालू	स0अ0	19.00	द्वितीय
7	मोरना	भोपा	MO	132	इन्तजार	शहीद	प्रा0वि0 युसुफपुर	2	अल्पसंख्यक	शालू	स0अ0	19.00	द्वितीय
8	मोरना	छछरौली	MO	143	संजय	ब्रजपाल	प्रा0वि0 मोकारेहडी 5	2	अनुसूचित	लविशा रानी	स0अ0	19.00	द्वितीय
9	मोरना	जौली	MO	154	अनस	चांद खां	प्रा0वि0 खेडी फिरोजाबाद	2	अल्पसंख्यक	मौ0 आबिद	शि0मि0	19.00	द्वितीय
10	शाहपुर	शोरों	SH	183	सालिया	नाजिम	प्रा0वि0 शोरों–2	2	अल्पसंख्यक	मोनिका	स0अ0	19.00	द्वितीय
11	चरथावल	दधेडू कलां	CH	233	रूखसार	मकसूद	प्रा0वि0 चरथावल 2	2	अल्पसंख्यक	सबिला	स0अ0	19.00	द्वितीय
12	जानसठ	नन्दौड	JN	282	शारूफ	फैयाज	प्रा0वि0 काटका	2	अल्पसंख्यक	रेशमा	शि0मि0	19.00	द्वितीय
13	जानसठ	कैथोडा	JN	291	सना	युनूस	प्रा0वि0 मीरापुर–3	2	पिछडी	मौ0 आरिफ	स0अ0	19.00	द्वितीय
14	बुढाना	मौ0पुर रायसिंह	BU	292	प्रियांशी	विनोद	प्रा0वि0 मौ0पुर रायसिंह	2	पिछडी	अनस अहमद	स0अ0	19.00	द्वितीय
15	बुढाना	हुसैनपुर कलां	BU	308	महरबान	शकील	प्रा0वि0 शफीपुर पट्टी 2	2	अल्पसंख्यक	असगर अली	स0अ0	19.00	द्वितीय
16	सदर	सरवट	SA	366	मौ0 सागर	नसीन	प्रा0वि0 बझेडी	2	अल्पसंख्यक	फरहाल परवीन	स0अ0	19.00	द्वितीय
17	सदर	पचेण्डा कला	SA	376	मनीषा	धर्मेन्द्र	प्रा0वि0 नसीरपुर	2	अनुसूचित	नीतू शर्मा	स0अ0	19.00	द्वितीय
18	खतौली	सराय रसूलपुर	KHT	117	तमन्ना	मेहराजुद्दीन	प्रा0वि0 ताजपुर	2	अल्पसंख्यक	धर्मेन्द्र	शि0मि0	18.00	तृतीय
19	खतौली	फुलत	KHT	122	कोमल	राकेश	प्रा0वि0 फुलत–2	2	अनुसूचित	सतीश कुमार	शि0मि0	18.00	तृतीय
20	मोरना	जौली	MO	156	मंगत राम	तेजपाल	प्रा0वि0 भम्दूर	2	पिछडी	रजनीश कुमार	शि0मि0	18.00	तृतीय
21	शाहपुर	शोरों	SH	178	आस मौ0	उसरार	प्रा0वि0 शाहपुर–1	2	अल्पसंख्यक	अमृता	स0अ0	18.00	तृतीय
22	कांधला	नारसी	KN	199	पायल	धीनज	प्रा0वि0 नाला–2	2	अनुसूचित	सीमा चौहान	स0अ0	18.00	तृतीय
23	चरथावल	बधाई खुर्द	CH	219	जोयशा	मौ0 अइसान	प्रा0वि0 सैदपुर कलां–1	2	अल्पसंख्यक	मुशर्रत जहां	शि0मि0	18.00	तृतीय
24	चरथावल	खुरारीपुर	CII	228	फातमा	जरीफ	प्रा0वि0 खुरारीपुर 2	2	अल्पसंख्यक	गुर्शरफ अली	स0अ0	18.00	तृतीय
25	चरथावल	गिरालसी	CH	234	अनित	राकेश	प्रा0वि0 गौगी हरजीपुर 2	2	सामान्य	निधि	शि0मि0	18.00	तृतीय

क्र0 सं0	विकासखण्ड का नाम	न्याय पंचायत का नाम	अनुक्रमांक		छात्र/छात्रा का नाम	पिता का नाम	विद्यालय का नाम	कक्षा	वर्ग	कक्षाध्यापक का नाम	पद	प्राप्तांक	टिप्पणी
1	2	3	4		5	6	7	8	9	10	11	13	14
26	जानसठ	सालारपुर	JN	268	रूकैया	अकबर	प्रा0वि0 तालाडा 2	2	अल्पसंख्यक	नरेन्द्री	शि0मि0	18.00	तृतीय
27	जानसठ	सालारपुर	JN	269	मुस्कान	सलीम	प्रा0वि0 तालाडा 2	2	अल्पसंख्यक	नरेन्द्री	शि0मि0	18.00	तृतीय
28	जानसठ	मन्डोड	JN	285	मुदस्सिर	उमरात	प्रा0वि0 काटका	2	अल्पसंख्यक	रेशमा	शि0मि0	18.00	तृतीय
29	बुढाना	टोडा	BU	302	पवन	कृष्णपाल	प्रा0वि0 टोडा 1	2	पिछडी	लक्ष्मीचंद	शि0मि0	18.00	तृतीय
30	बुढाना	हुसैनपुर कलां	BU	311	शाहरूख	नवाब	प्रा0वि0 शाहीपुर पट्टी 2	2	अल्पसंख्यक	असगर अली	स0अ0	18.00	तृतीय
31	सदर	सरवट	SA	361	नौशाना	समरदीन	प्रा0वि0 मिमलाना	2	अल्पसंख्यक	मोनिका वर्मा	स0अ0	18.00	तृतीय
32	सदर	सरवट	SA	362	नूसबा	समरदीन	प्रा0वि0 मिमलाना	2	अल्पसंख्यक	अंशु मित्तल	स0अ0	18.00	तृतीय
33	सदर	सरवट	SA	363	शाहीन	महरदीन	प्रा0वि0 बसेडी	2	अल्पसंख्यक	ऐशवाना परवीन	स0अ0	18.00	तृतीय
34	सदर	सरवट	SA	364	मौ0 नबी	मौ0 राशिद	प्रा0वि0 बसेडी	2	अल्पसंख्यक	फरहाल परवीन	स0अ0	18.00	तृतीय
35	सदर	बिलासपुर	SA	377	नीशु	जगमाल	प्रा0वि0 अलमासपुर	2	अनुसूचित	पूजा	स0अ0	18.00	तृतीय

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क्र0 सं0	विकास खण्ड का नाम	न्याय पंचायत का नाम	अनुक्रमांक		छात्र/छात्रा का नाम	पिता का नाम	विद्यालय का नाम	कक्षा	वर्ग	कक्षाध्यापक का नाम	पद	प्राप्तांक	टिप्पणी
1	2	3	4		5	6	7	8	9	10	11	13	14
1	खतौली	गालिबपुर	KHT	491	आयशा	मुजम्मिल	प्रा0वि0 गालिबपुर	3	अल्पसंख्यक	सीमा रानी	स0अ0	30.00	प्रथम
2	सदर	बिलासपुर	SA	726	ममता	हीरा लाल	प्रा0वि0 कूकडा 2	3	पिछडी	मिथलेश	स0अ0	30.00	प्रथम
3	मोरना	मोपा	MO	508	रानी	श्री सुरेशचन्द	प्रा0वि0 युसुफपुर	3	अनुसूचित	गुप्रीत कौर	स0अ0	29.00	द्वितीय
4	खतौली	गालिबपुर	KHT	490	शिवानी	नरेश	प्रा0वि0 गालिबपुर	3	अनुसूचित	सीमा रानी	स0अ0	28.50	तृतीय
5	खतौली	फुलत	KHT	500	तनिक जयन्त	रवीन्द	प्रा0वि0 फुलत–2	3	अनुसूचित	वशाला	स0अ0	28.50	तृतीय
6	चरथावल	दूधली	CH	605	विभांशु	अवनीश	प्रा0वि0 बलवाखेडी 2	3	सामान्य	उषा	शि0मि0	28.50	तृतीय
7	सदर	बिलासपुर	SA	725	हिमांशु	नरेश	प्रा0वि0 बिलासपुर 1	3	पिछडी	सुषमा मलिक, रिचा चौधरी	स0अ0	28.50	तृतीय

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क्र0 सं0	विकासखण्ड का नाम	न्याय पंचायत का नाम	अनुक्रमांक		छात्र/छात्रा का नाम	पिता का नाम	विद्यालय का नाम	कक्षा	वर्ग	कक्षाध्यापक का नाम	पद	प्राप्तांक	टिप्पणी
1	2	3	4		5	6	7	8	9	10	11	13	14
1	बघरा	उस्सौली	BA	753	सागर	मुन्ना	प्रा0वि0 उस्सौली–1	4	पिछड़ी	तापन कुमार	प्र0अ0	35.00	प्रथम
2	न0क्षे0 मु0नगर	न0क्षे0 मु0नगर	MZN	788	कु0 तनु	विजय	प्रा0वि0 किला	4	अनुसूचित	विकार अहमद	स0अ0	35.00	प्रथम
3	कांधला	भभीसा	KN	928	मनु	शरूण	प्रा0वि0 डांगरोल–1	4	पिछड़ी	इन्द्रपाल सिंह	प्र0अ0	35.00	प्रथम
4	सदर	पचेण्डा कला	SA	1083	विकास	सुभाष	प्रा0वि0 नसीरपुर	4	अनुसूचित	विद्याभूषण	शि0मि0	35.00	प्रथम
5	शाहपुर	शौरों	SH	901	अमन	अर्जुन	प्रा0वि0 धनायन	4	अनुसूचित	रीचा चाहल	स0अ0	34.00	द्वितीय
6	चरथावल	दघेडू कलां	CH	949	गुलिस्ता	ताहिर	प्रा0वि0 चरथावल 2	4	अल्पसंख्यक	सारिका गुप्ता	स0अ0	34.00	द्वितीय
7	सदर	पचेण्डा कला	SA	1084	फूल जंहा	इरफान	प्रा0वि0 नसीरपुर	4	अल्पसंख्यक	विद्याभूषण	शि0मि0	33.50	तृतीय
8	सदर	लछेडा	SA	1090	शानू	सुशील कुमार	प्रा0वि0 मीरापुर	4	पिछड़ी	नीतू चौधरी	स0अ0	33.50	तृतीय

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क्र0 सं0	विकासखण्ड का नाम	न्याय पंचायत का नाम	अनुक्रमांक	छात्र/छात्रा का नाम	पिता का नाम	विद्यालय का नाम	कक्षा	वर्ग	कक्षाध्यापक का नाम	पद	प्राप्तांक	टिप्पणी
1	2	3	4	5	6	7	8	9	10	11	13	14
1	सदर	बहादरपुर	SA 1371	शान मौ0	मौ0 खुर्शीद	प्रा0वि0 निराना	5	अल्पसंख्यक	प्रेमलता वर्मा	स0अ0	47.00	प्रथम
2	कांधला	भमीता	KN 1257	शिवम	कृष्णपाल	प्रा0वि0 भमीता–1	5	पिछड़ी	हरेन्द्र	शि0मि0	46.00	द्वितीय
3	बुढाना	अलीपुर अटेरना	BU 1326	खालिद	मुस्तकिन	प्रा0वि0 शाहडब्बर 2	5	अल्पसंख्यक	देवेन्द्र कुमार	स0अ0	45.00	तृतीय

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क्र0 सं0	विकासखण्ड का नाम	न्याय पंचायत का नाम	अनुक्रमांक	छात्र/छात्रा का नाम	पिता का नाम	विधालय का नाम	कक्षा	वर्ग	कक्षाध्यापक का नाम	पद	प्राप्तांक	टिप्पणी
1	2	3	4	5	6	7	8	9	10	11	13	14
1	कांधला	दुर्गनपुर	KN 1573	दीपा	आदेश सिंह	उ0प्रा0वि0 राजपुर छाजपुर	6	सामान्य	धीर सिंह	स0अ0	43.50	प्रथम
2	सदर	लछेड़ा	SA 1725	तुषार	प्रेमपाल	उ0प्रा0वि0 मीरापुर	6	पिछड़ी	लोकेश कुमार	स0अ0	43.00	द्वितीय
3	बघरा	हरसौली	BA 1411	कु0 सृष्टि	उपेन्द्र कुमार	उ0प्रा0वि0 करवाड़ा	6	पिछड़ी	नरेन्द्र कुमार	स0अ0	42.33	तृतीय

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क्र0 सं0	विकासखण्ड का नाम	न्याय पंचायत का नाम	अनुक्रमांक	छात्र/छात्रा का नाम	पिता का नाम	विचालय का नाम	कक्षा	वर्ग	कक्षाध्यापक का नाम	पद	प्राप्तांक	टिप्पणी
1	2	3	4	5	6	7	3	9	10	11	12	13
1	चरथावल	दघेड़ू कलां	CH 1920	सागर	पप्पू	उ0प्रा0वि0 खांजपुर	7	सामान्य	सन्ता रानी	स0अ0	44.75	प्रथम
2	कांधला	भमीसा	KN 1898	सुषम जावला	जोड़नबीर	उ0प्रा0वि0 डांगरोल	7	पिछड़ी	मनोज	स0अ0	44.25	द्वितीय
3	नोरना	तिस्सा	MO 1847	राखी	नठरज	उ0प्रा0वि0 तिस्सा	7	अनुसूचित	प्रतिभा	स0अ0	43.50	तृतीय

आदर्श शिक्षक एवं मेधावी छात्र खोज प्रतियोगिता–2013 मुजफ्फरनगर (परीक्षा तिथि– 26.02.2013)

वरीयता सूची

क्र0 सं0	विकासखण्ड का नाम	न्याय पंचायत का नाम	अनुक्रमांक	छात्र/छात्रा का नाम	पिता का नाम	विद्यालय का नाम	कक्षा	वर्ग	कक्षाध्यापक का नाम	पद	प्राप्तांक	टिप्पणी
1	2	3	4	5	6	7	8	9	10	11	13	14
1	रतनौली	बहनू	KHT 2131	रजत	शिवकुमार सैनी	उ0प्रा0वि0 बहसू	8	पिछड़ो	दयानन्द	स0अ0	41.08	प्रथम
2	सदर	बजानपुर	SA 2344	सीतल	नदरमाल	उ0प्रा0वि0 नितारा	8	पिछड़ो	सविता	स0अ0	39.00	द्वितीय
3	जानसठ	तिसंग	JN 2279	पलज	कीर्ति	उ0प्रा0वि0 नया गाव फेजाबाद	8	अनुसूचित	अरुणा शर्मा	स0अ0	38.00	तृतीय

6.10. Books, uniform and scholarship distribution:

Every school was instructed for timely distribution of Books uniform and scholarship. Books and uniform were distributed in first month of the first session. Every school is instructed to maintain the records for every such distribution and Aadhar control room and BSA office keeps a check on the proper distribution of books, uniform and scholarship. Aadhar initiative also organized a best bag competition to create interest for books in students. Books are best mate of a person and such competition teaches to maintain the books properly.

6.11. International day for Disabled persons Games Competition Winners: Program held at Kasturba Gandhi schools

Table 5: Disabled persons Games Competition Winners

Junior lad race 50mtr		
First	Second	Third
Rajat	Ankush	Fakhrul

Junior lad race 50mtr		
First	Second	Third
Shadab	Ankul	Vineet

Junior lad race 50mtr		
First	Second	Third
Payal	Asma	Asma

Mentally disabled children race		
First	Second	Third
Ajay	Vikas	Sanjeev

Deaf – mute male child chair race		
First	Second	Third
Amir Hamza Ajay	Saifi	Anuj

Touch feel and tell competition for Blinds		
First	Second	Third
Kamal	Salman	Mansi

कस्तूरबा गांधी आवासीय विद्यालय में विकलांगता दिवस पर आयोजित कार्यक्रम में पुरस्कृत बच्चे।

Drawing Boys		
First	Second	Third

Mohit	Vineet	Naeem

Drawing Girls		
First	Second	Third
Aasma	Nazia	Shama

Drawing Girls		
First	Second	Third
Guddu	Soib	Salman

Crutch race		
First	Second	Third
Azam	Ritik	Aman

7. ANALYSIS / FINDINGS

7.1. Attendance

Year wise attendance representation of each Block
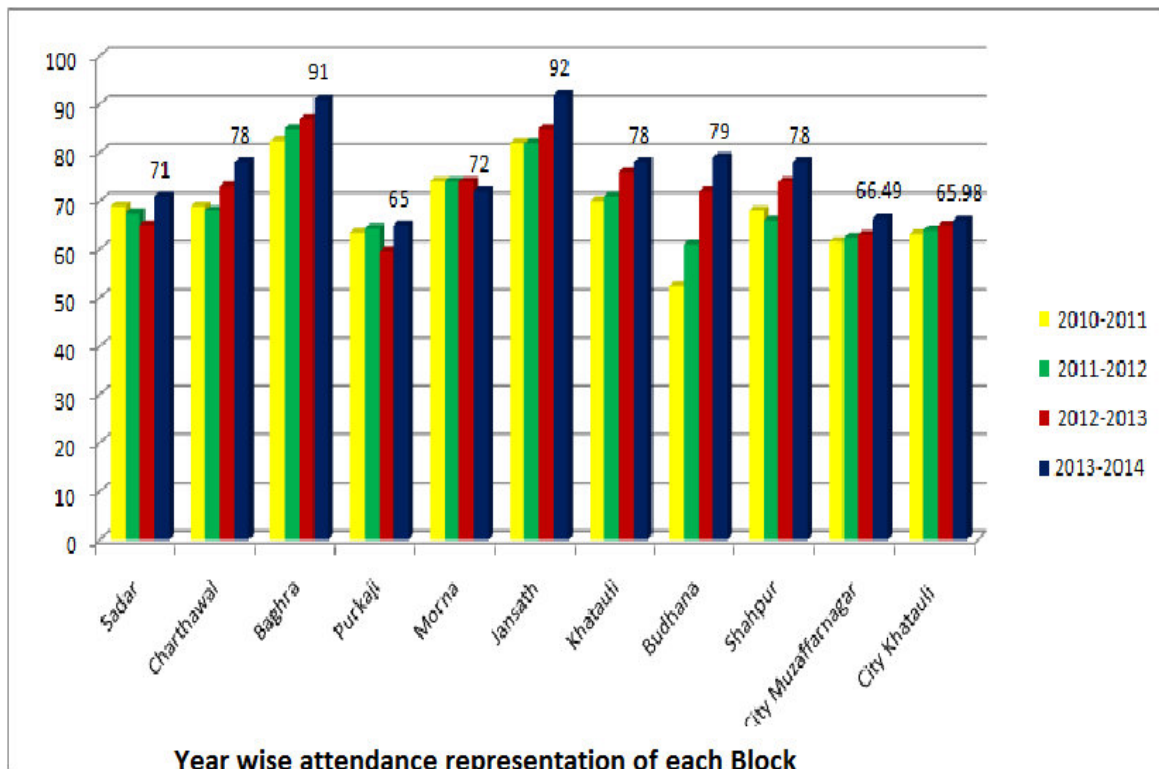
Graph 1: Year wise attendee representation of each block

Aadhar Project implementation gave strength to basic school structure. Initiative taken for reaching to maximum student and ensuring their participation can be

seen in the graphical representation. Every block, except Morna has increased its student base. This Comparison of last four year attendance clearly shows that prior to Aadhar introduction, the attendance of students was not that satisfactory. 2010-11 session Recorded overall 68.7% where with a slight increase 2011-12 recorded 69.6%.

Few Block (Sadar, Purkaji, Morna, and city Muzaffarnagar) were either recording the lowering attendance or just managing to stick on the past track. There were no significant improvements in attendance.

Post Aadhar a slight upward shift in attendance is noticed where overall attendance reached to 76%. Jansad and Bhagrara both Recorded 92% and 91% attendance respectively.

The Noting point of the Aadhar effect is an improved attendance in all the blocks. The non-performing or underperforming blocks also improved their student attendance record.
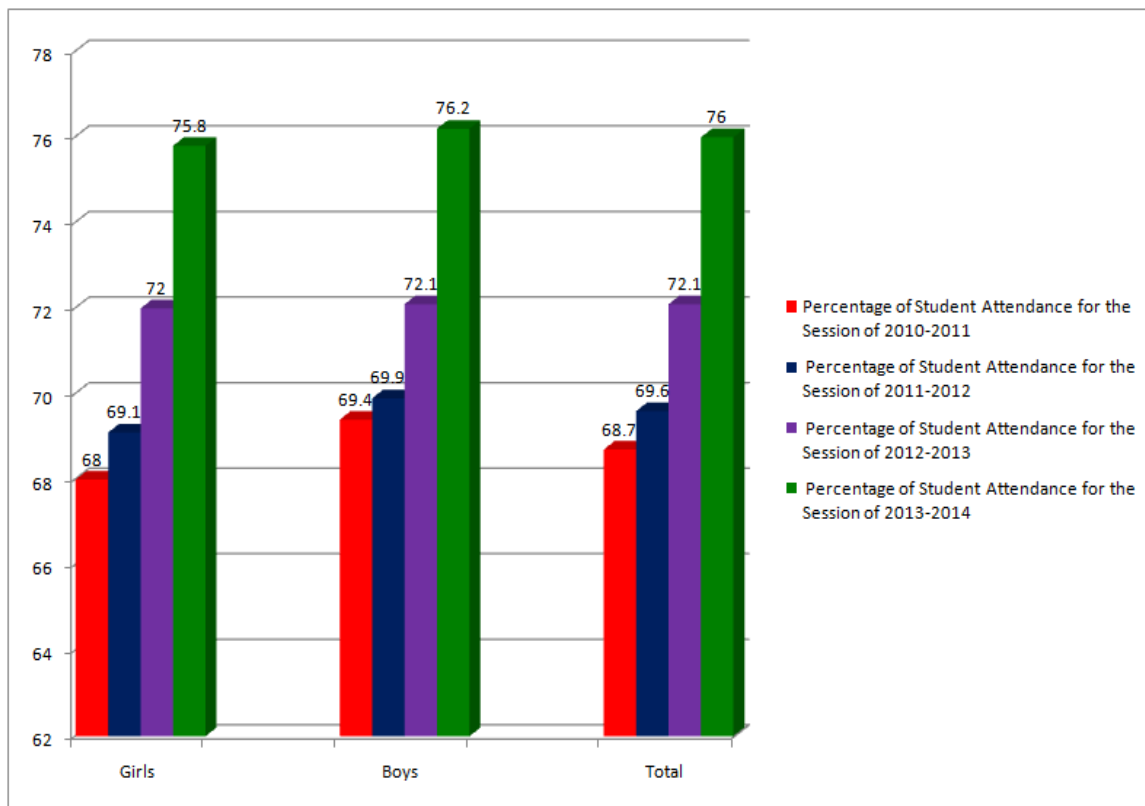
Year wise student attendance representation

Graph 2: Year wise student attendance representation

Coming to gender wise attendance, after introduction of Aadhar an upward shift in both girl and boys' attendance is marked. Girl attendance percentage was

75.8% in comparison to 72% of last session. Boy attendance percentage is recorded 76.2% in comparison to 72.1%.

Highlights:
- 5.41% growth in overall attendance.
- Overall 76% attendance
- Improved attendance in every block.

7.2. Enrollments

In order to ensure the reach of schools to every child and to improve the image of government various initiative measures were taken. All the efforts made have brought the positive result. Stagnant enrolment rate has replaced with high enrolment rate. Since 2010-11 enrolment in each session was sliding down. In 2010-11 total 71584 boys were enrolled. 2011-12 marked 67879 students only. In 2012 -13 only 66581 boys were enrolled.

Awareness programs of Aadhar initiative posed a positive impact. For 2013-14 till 20 august total 78824 boys have been enrolled and still enrolment is going on. This is a phenomenal growth of 18.3% in boys enrolment brags the initiatives taken in the Aadhar initiative.
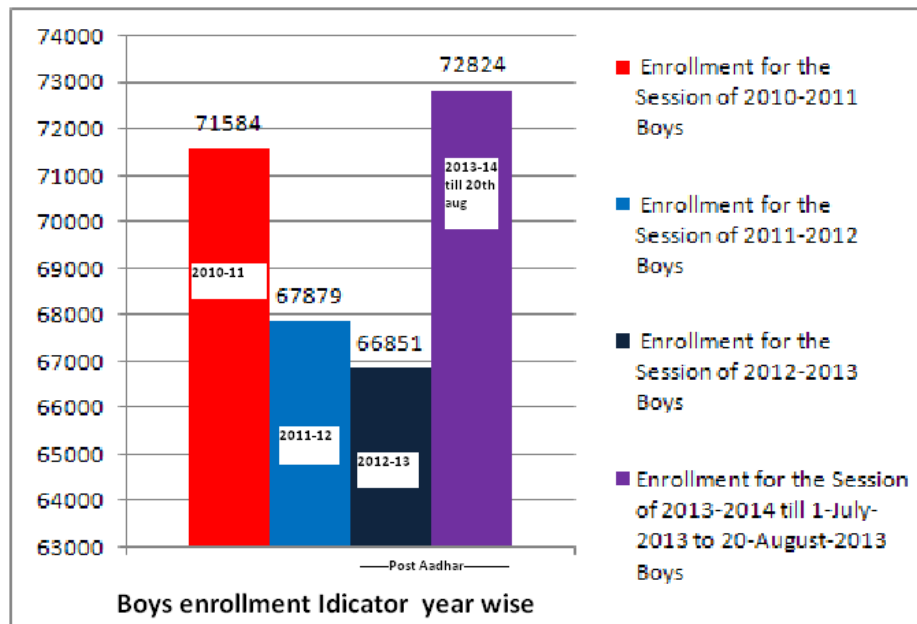
Graph 3: Boys enrolment indictor year wise

Similarly the decreasing girl's enrolment in last three is replaced with high enrolment after Aadhar. The media planning and social participation has brought a 13% growth in girl enrolments. This session has recorded 78031 girl enrolments.

The noticing fact is that the girl enrolments are much higher than boy's enrolment.

Girl's enrolment is 7% higher than boy's enrolment. The Aadhar initiative was intended to focus on girl's participation in the schools and initiative is moving ahead with success.
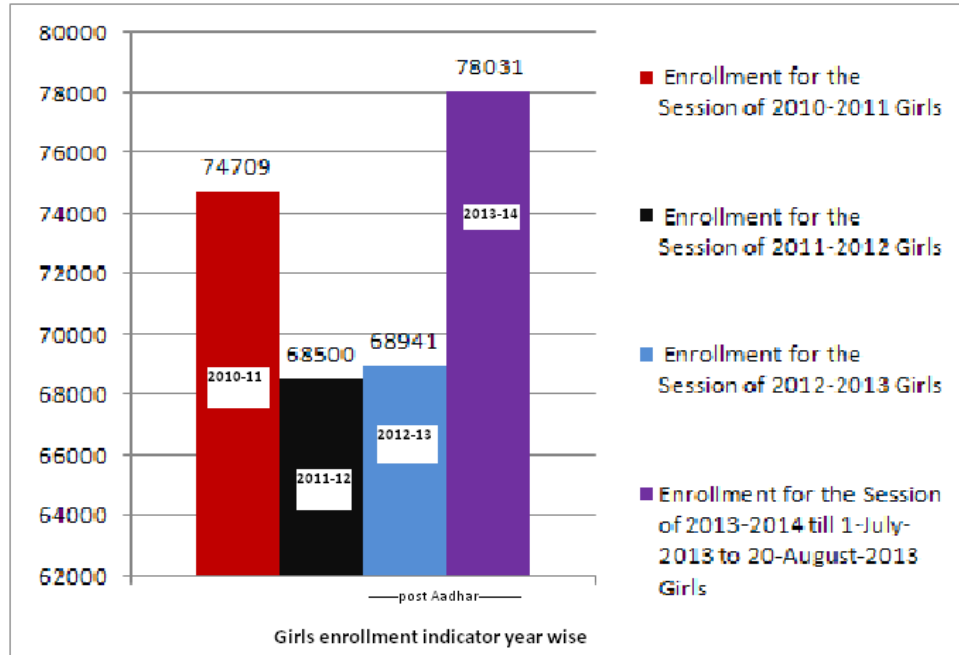

Graph 4: Girls enrolment indicator year wise
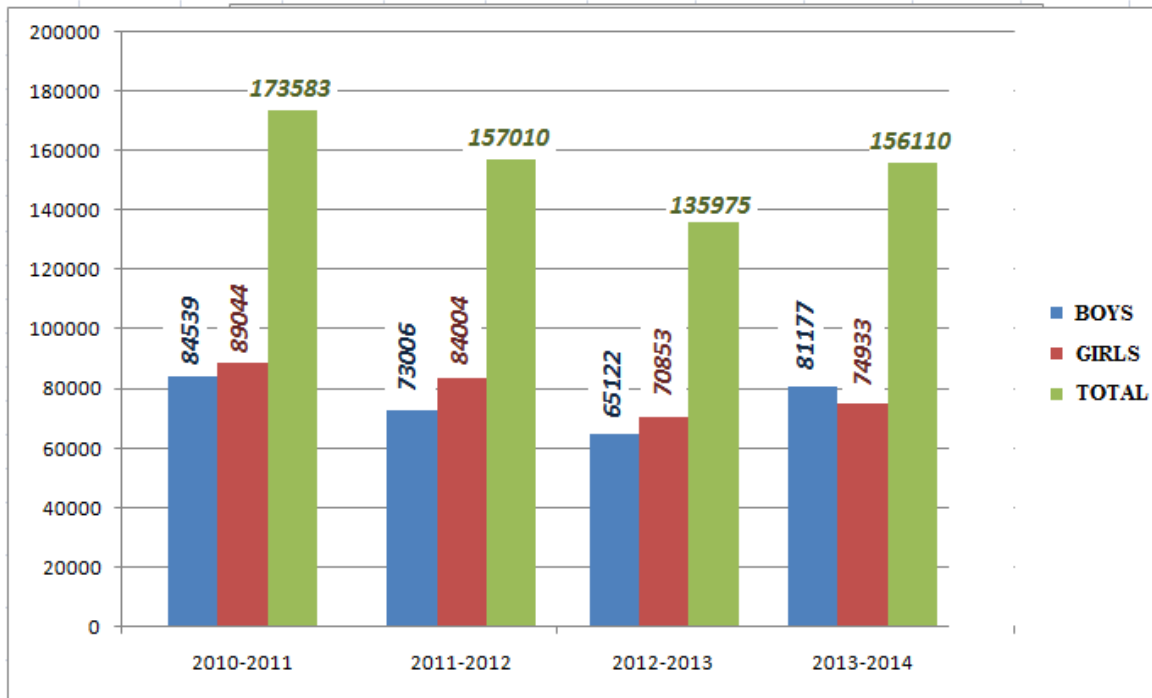
YEARWISE ENROLLMENT

Graph 5: Year wise Enrolment

A total of 156110 students have been enrolled this session, where girl percentage is higher than boys. In 2011-12 the total enrolled students were 135821. An overall 15% growth tells the story of building image.

Highlights :
- 15% growth in comparison to last year enrollment.
- Higher girl participation. 52% of total students are girls.
- 18% Increase in boys enrollment in comparison to last year enrollment.

Muslim Community enrollemnts block wise
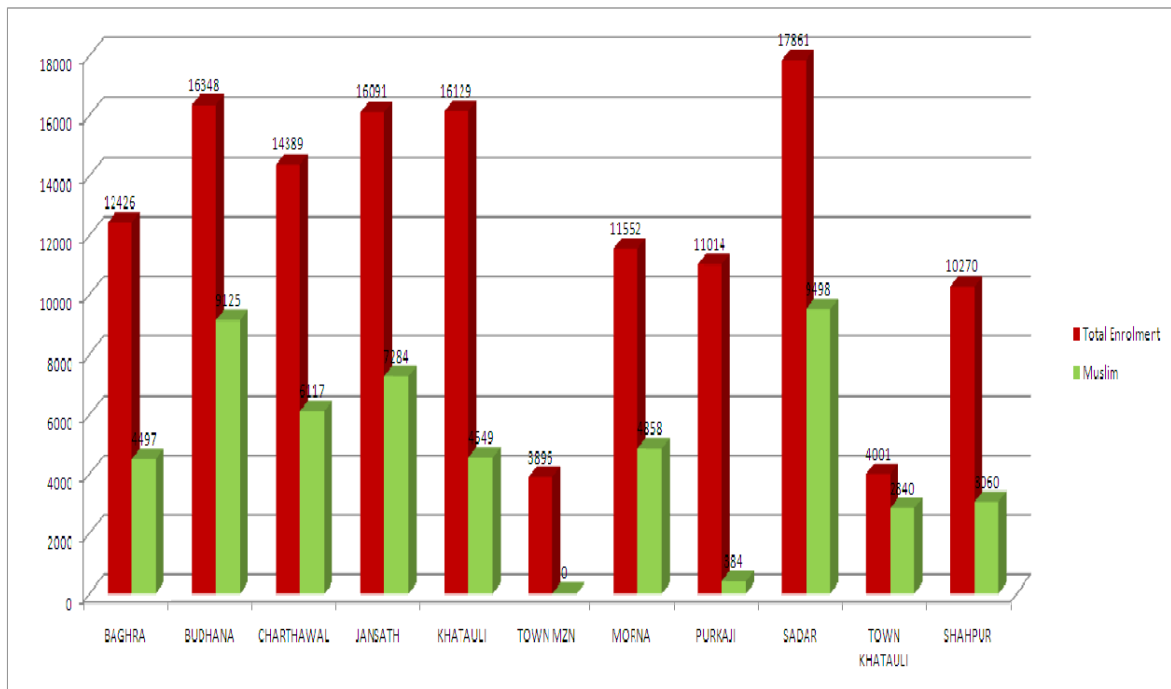
Graph 6: Muslim Community enrolments block wise

Graph above mentioned represents the Muslim enrolment in each block. Overall 39% of total enrolment is of Muslim community, which shows the comprehensiveness of the initiative.
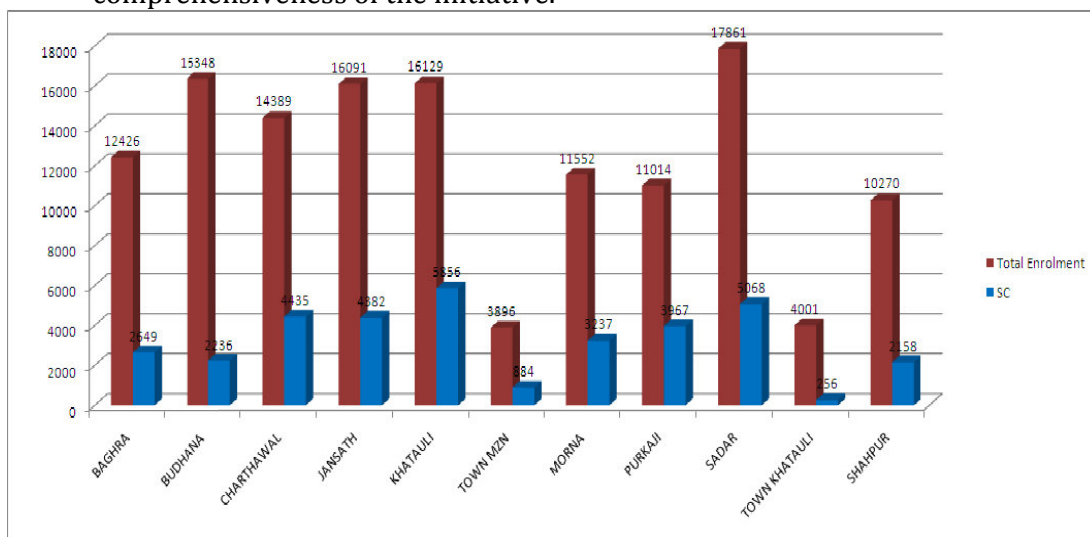
Graph 7: SC Community participation in total enrolment

This graph represents the SC community participation in total enrollment. The total participation percentage of SC community is 26%. An almost equal distribution in graphical representation shows the uniformity in enrollment and community participation.

Enrolment Summery as Caste 2012-13

Graph 8: Enrolment Summary as Caste 2012-13

Highlights:

- SC participation is 26% of total enrollment
- Muslim participation is 39% of total enrollment
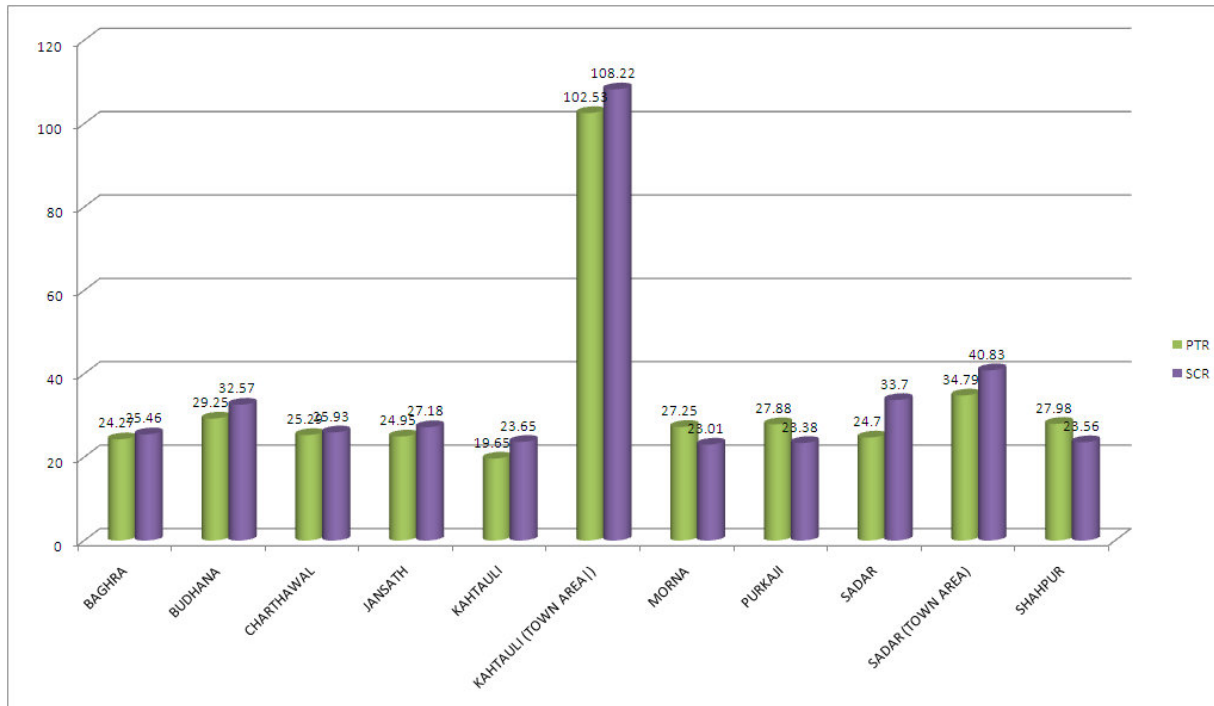
7.3. Teachers Participation
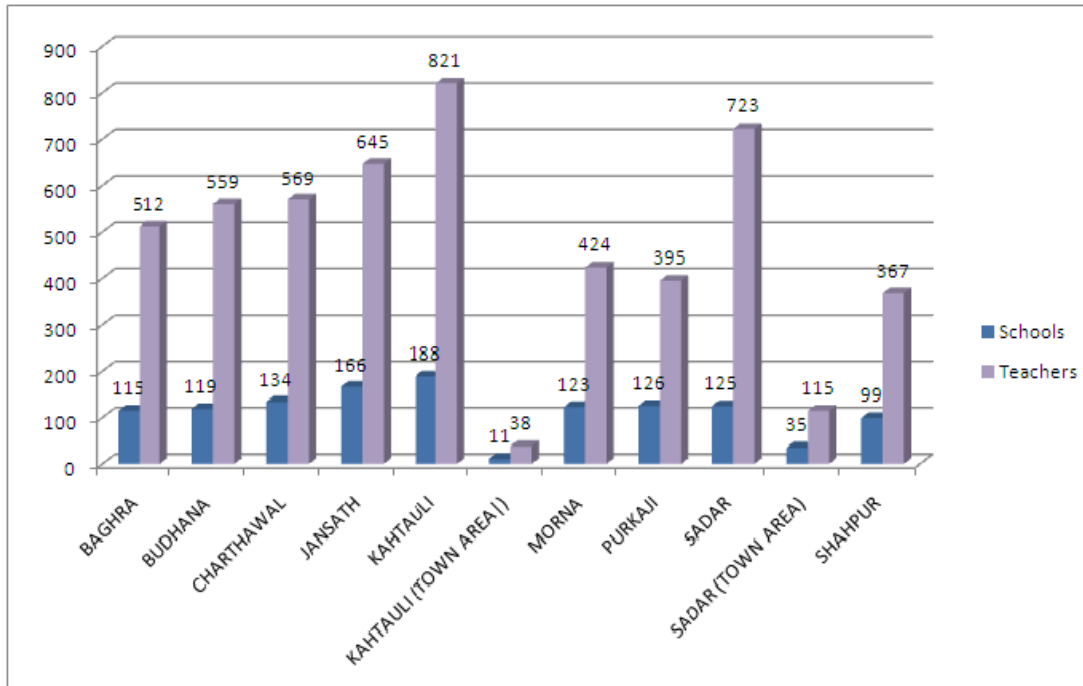
Graph 9: Teacher's and number of schools in every area

It's a representation of Teachers and number of schools in every area. This Graph indicates the teacher's availability in each area. Aadhar was committed to have a proper balance in teacher's appointment and it has been successfully achieved. This Graph is a clear indicator of the success of the Aadhar initiative.
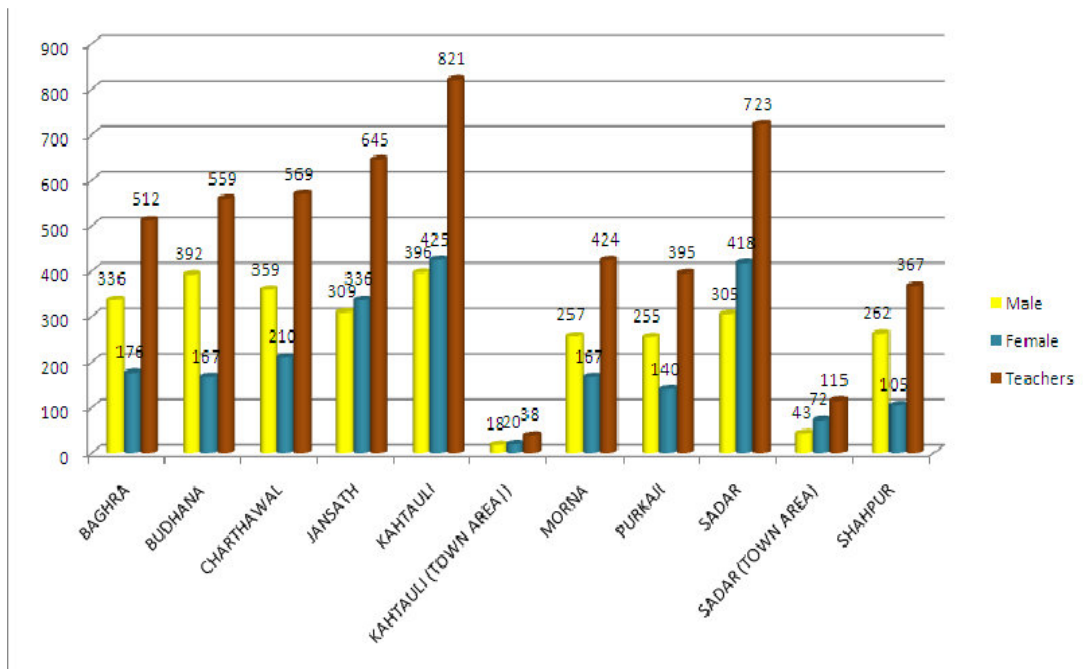
**Graph 10:** Male and Female Teacher's participation

The appointment of teachers is not only properly balanced but also the male and female teacher's participation is quite appreciable.


7.4. Social awareness and participation

Teacher and parent's interaction and meeting are essential for complete development of the child. Aadhar initiative is intended to get the society participation. Parents are the first teacher and their importance is supreme for a child development.

The above representation shows the lowered teacher parents meeting success. Though the enrollment and attendance improvement highlights the efforts of the teachers but a diminishing trend of parent teachers meeting is a serious issue. Earlier where proposed and achieved Parents teachers meet were achieved successfully, this 2012-13 has noticed a lowered PTA records. In 2010-11 the 92.77% proposed meeting targets were achieved. In 2011-12, 94.54 % proposed target were achieved. But 2012-13 has recorded 90.29% achievement.
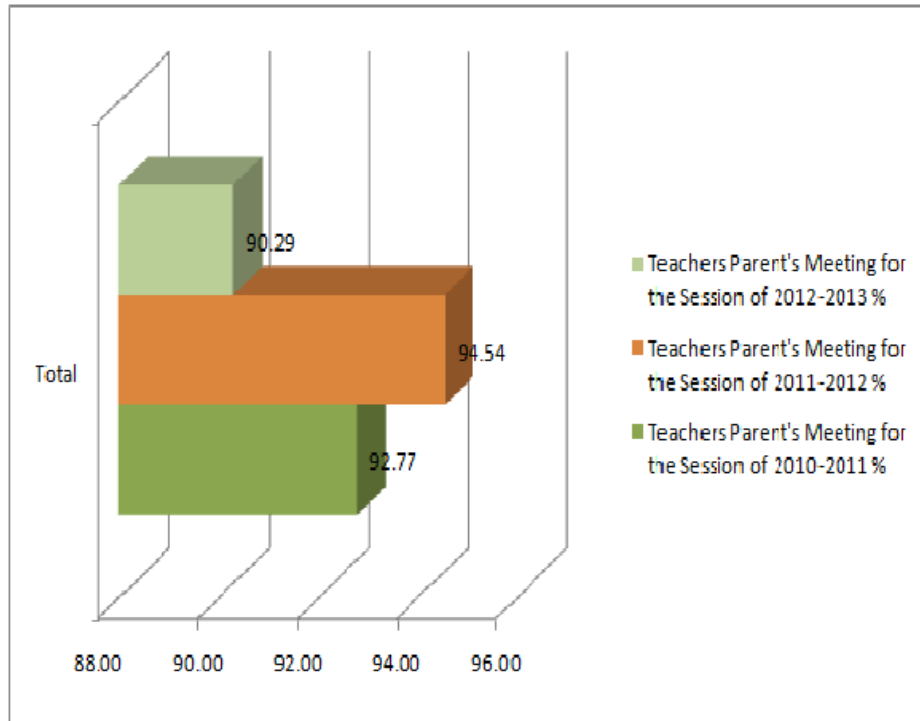
Graph 11: Social awareness and participation

Aadhar implementation could have been even more successful if the more comprehensive approach towards parents teachers meet had been taken.
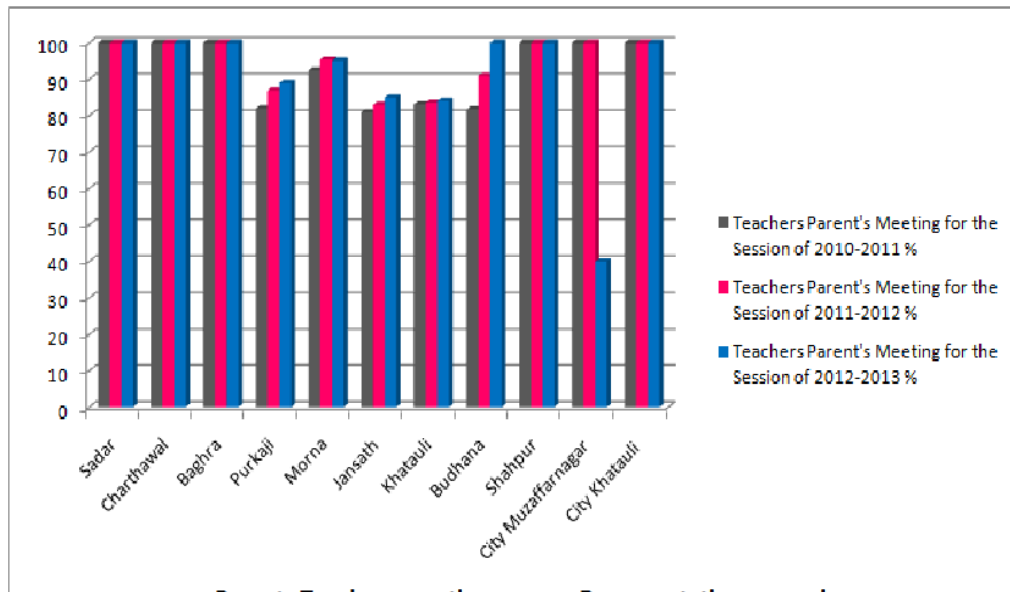
**Parents Teachers meeting success Representation area wise**

Graph 12: Parents teachers meeting success representation area wise

This is area wise representation of Parents teacher meets. City Muzaffarnagar block achieved 40% of proposed Parents teacher meet, where only 10 meets were proposed. Overall a satisfactory parent teacher meet record can be seen.

Highlights:
- Improved parent teacher interaction in most of the blocks.
- 6 out 11 blocks achieved 100% parent teacher meeting targets.

7.5. Mid day meal programs
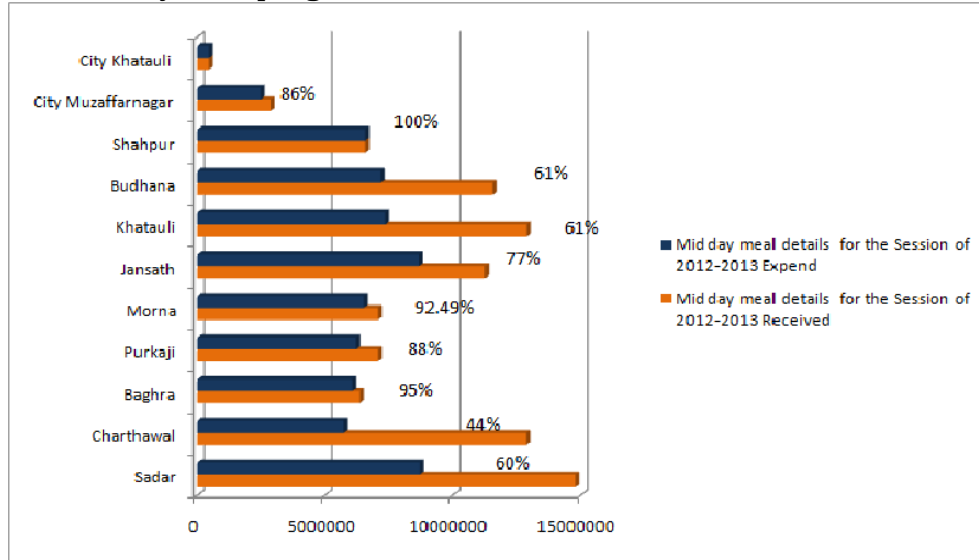
Graph 13: Mid day meal fund receipt and expenditure

Mid day meal program is an initiative taken by government of India to ensure proper nutrition to school going Childs. Aadhar initiative focuses on proper implementation of mid day meal programs. Aadhar program integrates with proper disbursement of mid day meal fund. It also ensures the proper expenditure of disbursed fund. Aadhar gives guidelines to expend the money wisely and to maintain the health and hygiene in preparing the food.
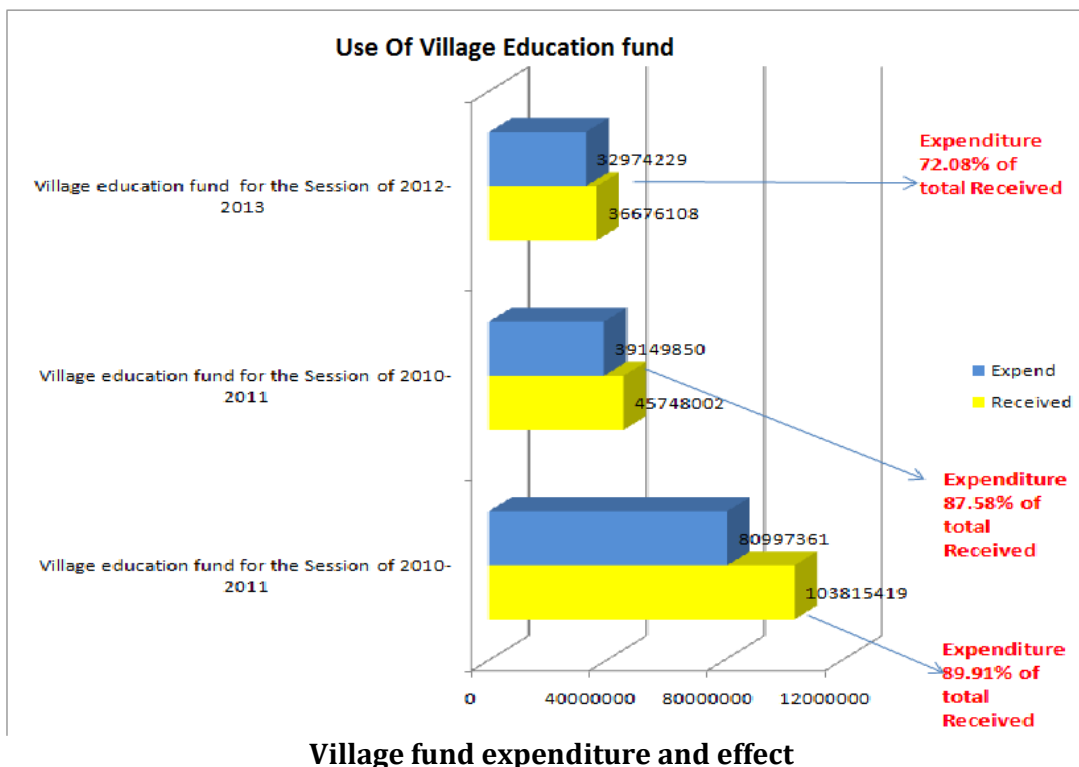
Total 9.38 crore rupees were allotted for mid day meal program and report are submitted of 70 % use of the fund. Charthaval used only 44% of the received funds. Sadar , Khatauli, budhana were able to use only approx 60% of the received funds. Shahpur used the entire received fund.

A better management of the received fund could have been done. 70 % of the used fund has benefitted students but the more integrated approach of fund use could have been benefitted more students.

Highlights:
- 30 % more fund allotted in comparison to last year
- Health and hygiene Measures properly followed
- 70% use of the total allotted funds

7.6. Village Education fund usages

Use Of Village Education fund

Village education fund for the Session of 2012-2013
- 32974229
- 36676108
- Expenditure 72.08% of total Received

Village education fund for the Session of 2010-2011
- 39149850
- 45748002
- Expenditure 87.58% of total Received

Village education fund for the Session of 2010-2011
- 80997361
- 103815419
- Expenditure 89.91% of total Received

Legend:
- Expend
- Received

Village fund expenditure and effect

Graph 14: Village fund expenditure and effect

To ensure education to everyone the Government has made the provision f village education fund. This fund is used for reaching to remote areas and to bring the awareness about education's necessity in life. Aadhar directives were to use this fund efficiently but the figure shows that only 72.8% of the total received fund is spent in 2012-13. This is much lower in comparison to 2011-12 where 87.58% of the fund was used. This figure was even better in 2010-11 where 89.91% of fund was utilized. For effective initiative application this fund can contribute as a catalyst to reach to the remote areas.

__Highlights:__
- 70% fund used
- Lowering usages of the fund is concern yet the opportunity to use this fund efficiently has wide scope.

7.7. **Uniform Distribution**
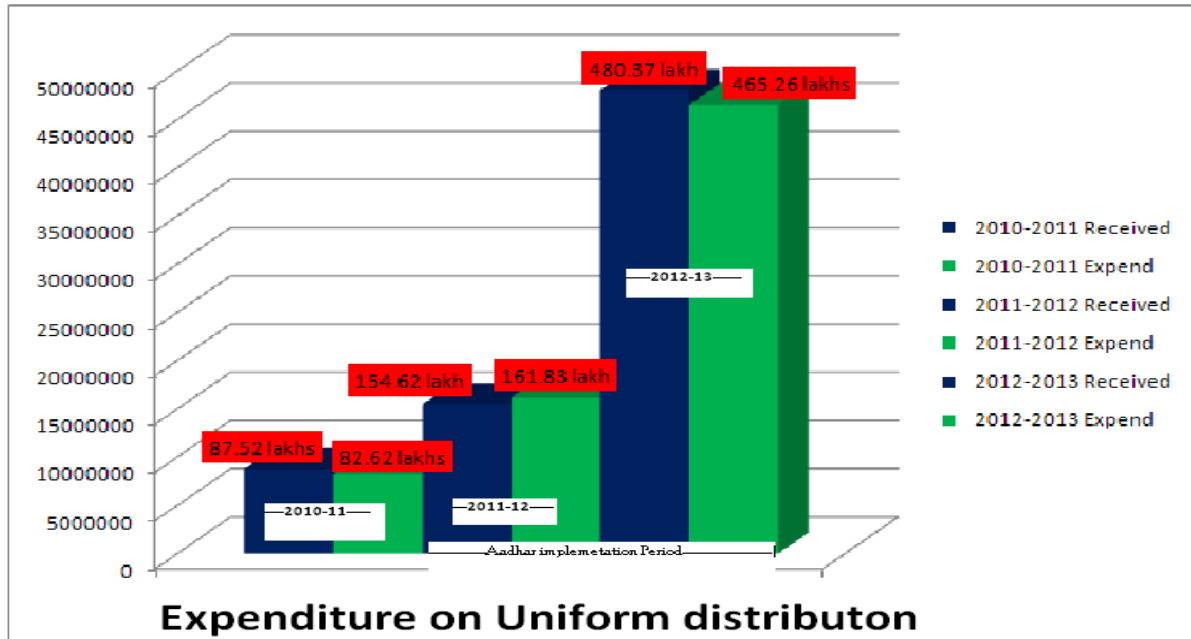
Graph 15: Expenditure on Uniform distribution

To attract more students and to ensure uniformity in dresses of each Student uniform distribution plays a vital role. The uniforms distribution program, mid day meal initiative enables weaker sections to get the education. The marginal sections of society which can't afford the uniforms are the most benefitted from such initiatives.

With a hike of more than 187% in comparison to last year total fund spent on uniforms is 465.26 lakhs which shows its reach to the students. In 2011-12 the total spent fund was 161.83 lakhs, whereas in 2010-11 it was 82.62 lakhs only.

Area wise representatio of benefited students in last three years
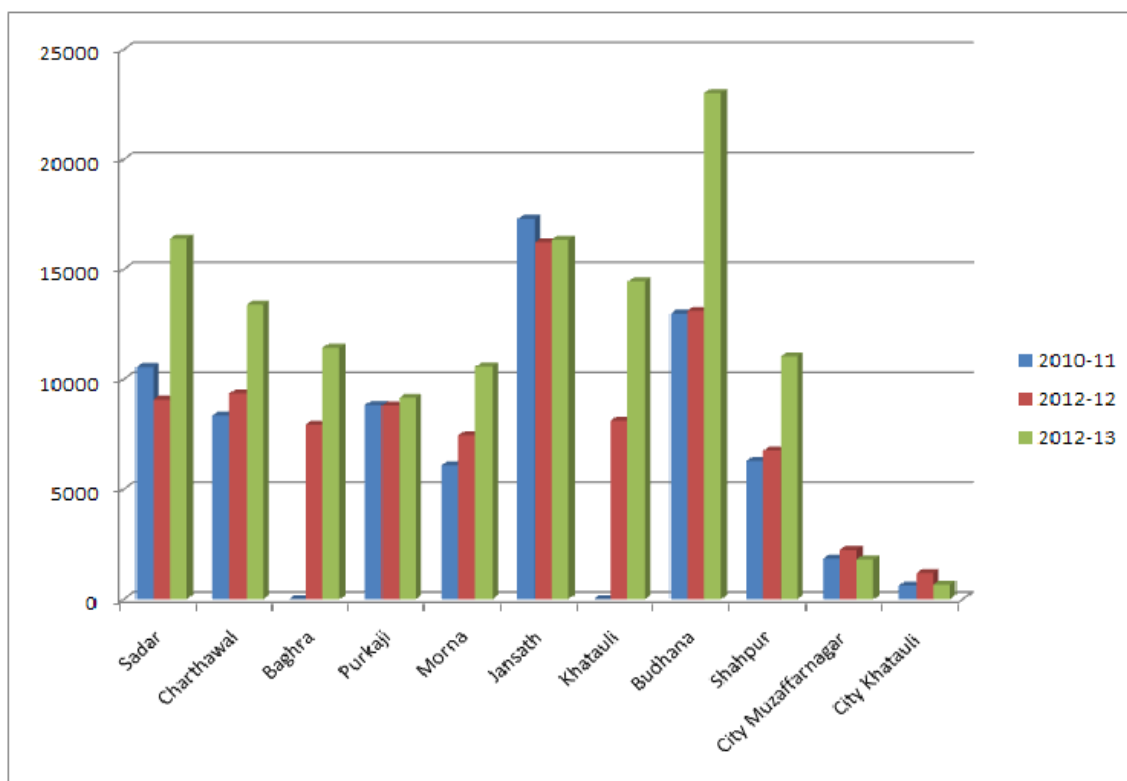
Graph 16: Area wise representation of benefited students in last three years

This is area wise representation of benefitted students in last three years. Except city area all other blocks used this fund efficiently and the positive impact can be seen in graph. The spikes in the graph clearly indicated the success of the Aadhar initiatives in uniform distribution.
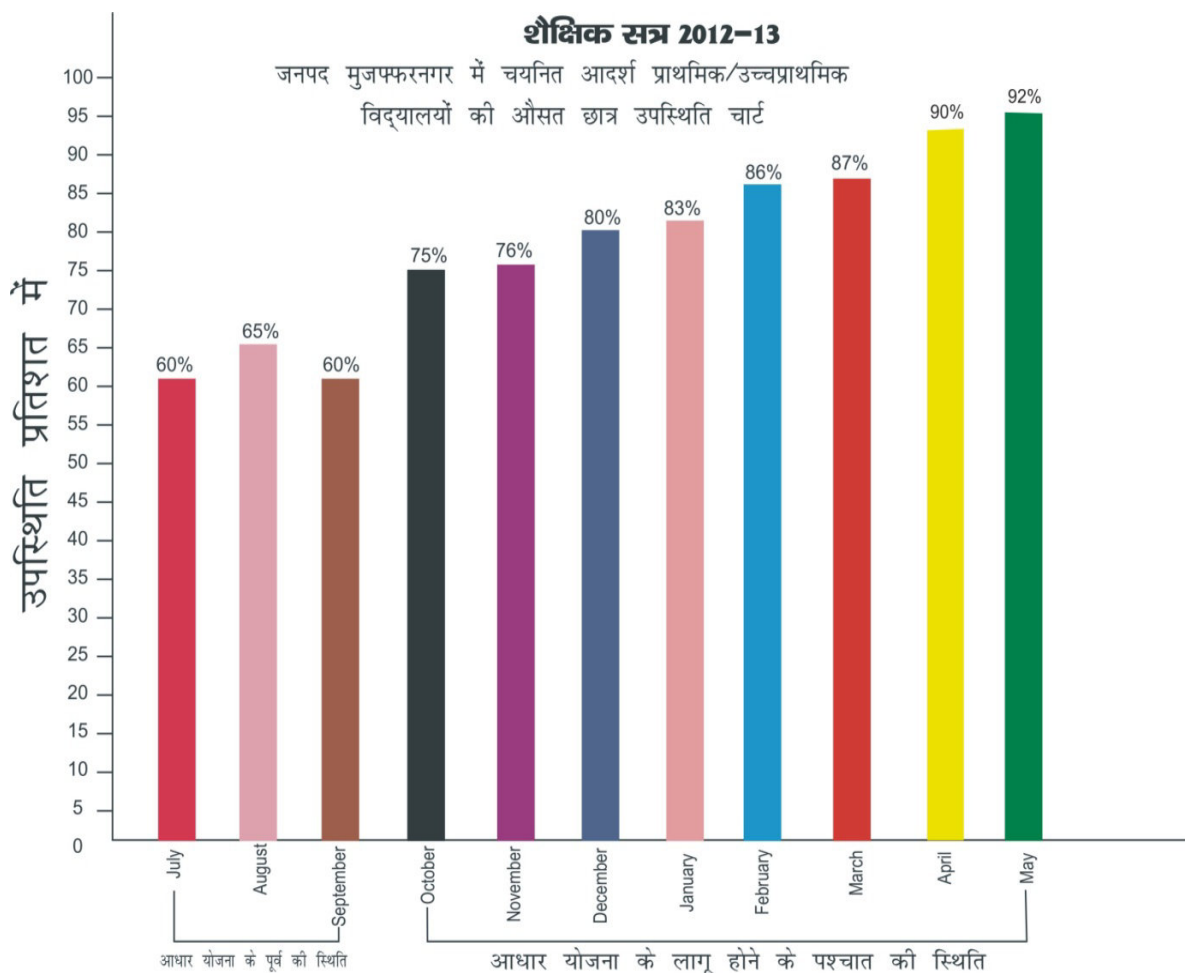
8. IMPACT ANALYSIS

8.1. Direct Impact

(i)   Change in attendance pattern after Aadhar introduction:

In start of the session 2012-13, the average attendance of students was 60%. The graph clearly reflects that JULY, AUGUST and SEPTEMBER of 2012 recorded 60%, 65%, 60% attendance respectively. After introducing Aadhar the instant surge in attendance was noticed. In October the Attendance went to 75%. With the clear guidelines this was obvious to happen.

Increasing stairs like graph clearly represents the effectiveness of Aadhar schedule and its integrated application in schools.

शैक्षिक सत्र 2012–13

जनपद मुजफ्फरनगर में चयनित आदर्श प्राथमिक/उच्चप्राथमिक विद्यालयों की औसत छात्र उपस्थिति चार्ट

आधार योजना के पूर्व की स्थिति

आधार योजना के लागू होने के पश्चात की स्थिति

Graph 17: Change in attendance pattern after Aadhar introduction

With great attendance records the session ended in May with 92% attendance. More reflections of various activities done in Aadhar initiative can be measure with the growth in new enrollments. The enrollments are still going on while they have crossed the numbers of last four years.

Highlights:
- Continuous growth in attendance percentage
- Higher participation of students and teacher
- Complete schedule for year activity
- Provisions for tracking the growth in each area of child development
- Low dropouts

**(ii)   Increase in number of girls going to school:**
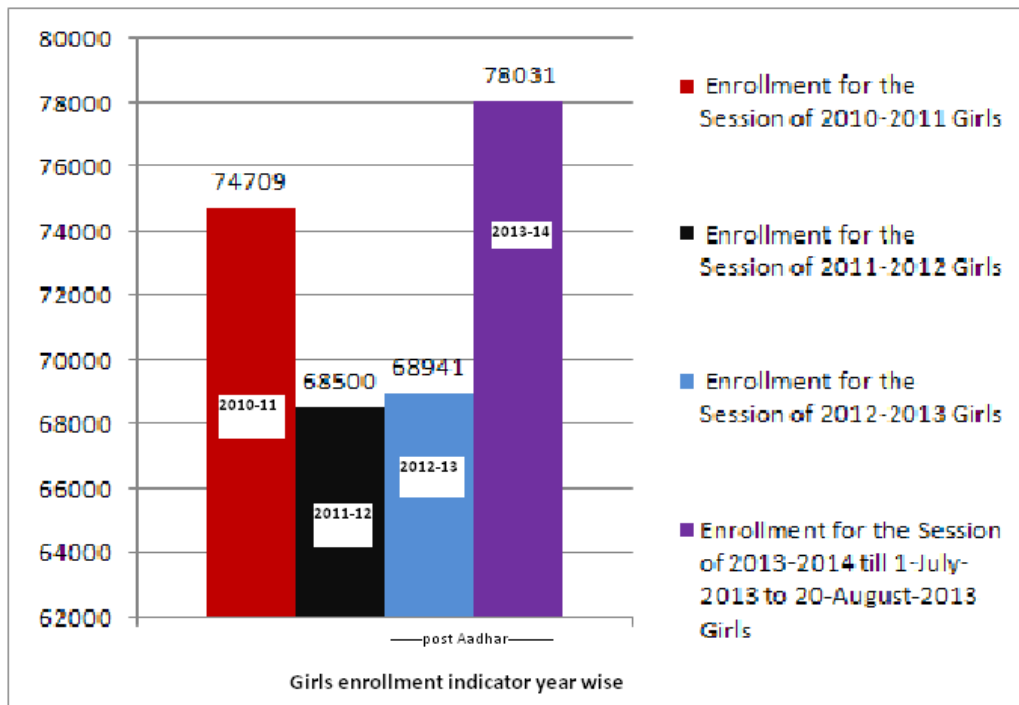
Graph 18: Increase in number of girls going to school

Aadhar is aimed to ensure the maximum participation of the students especially girls. Aadhar highlights will definitely include that 52% of total enrollments in current session are of girls. A total of 78031 girls are enrolled this year.

(iii)   Enrollment rate:

Total of 150948 students are enrolled this year.   2012-13 had recorded total 135821 enrollments. It's an 11% hike in comparison to last year and the number will be higher as the session enrollment data considered is up to 20 Aug only.
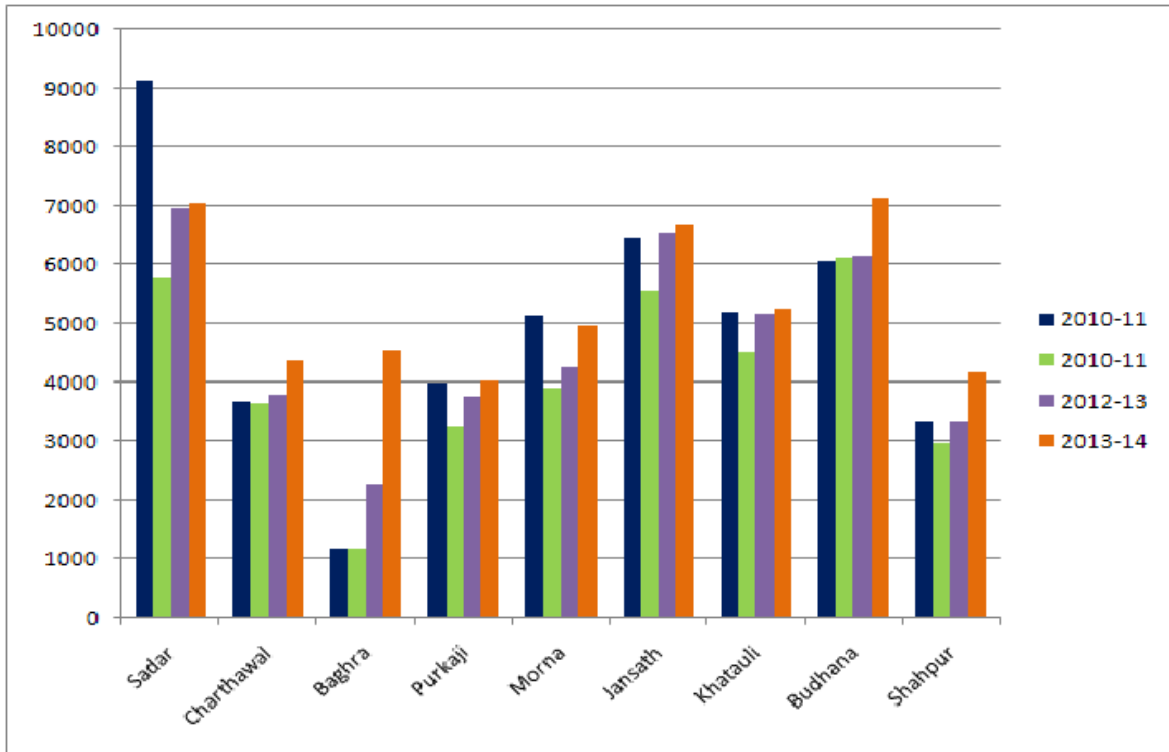
Area enrollment growth indicator Year wise

Graph 19: Area enrolment growth indicator year wise

This area wise growth in enrollment representation tells the success story. Except Sadar Block every other block has crossed the last three years enrollment figures. Sadar which has faced the serious dip in Enrollments in 2011-12 has crossed the last year's record.

Education awareness programs and social participation can be marked with these encouraging figures.

(iv)   Quality of education:

The measures of quality of education are attendance, students' participation, various activities and competitions effects and outcome, social participation and

satisfaction. Calculating on these parameters the quality of education can be measured. Going through the analysis Found facts are:

- Increasing Attendance
- High Enrollments
- High girls' participation
- Ideal teachers and brilliant student competition's successful conduction
- Effective use of various funds
- Increased social participation

These parameters and color representation of student growth are clear indicators of Quality of education.

8.2.   Indirect Impact

(i)   <u>Effective reach and enabling access to marginalized sections</u>:

Aadhar plan, with its media management has successfully spread the message of the initiatives efficiently. Aadhar was launched to provide quality of education in government schools and to restore faith of people in these schools for quality and satisfactory education. Aadhar integrates to provide equitable and quality education to poorest of the poor mass of the society.

For reaching to marginal section involvement of community was crucial in determining shape of the future of their young generation. With social participation Aadhar successfully maximized the enrollment of the students from all sections of the society. To relieve poor from the burden of fee and other expenditure various initiatives like uniform distribution, mid day meal, Book distribution and scholarships are included in the initiative. The Aadhar initiative to utilize the money to maximum extent possible.

(ii) <u>**Gender participation:**</u>

Along with the objective of reaching to marginal section of society, Importance of equal gender participation was indentified. Aadhar successfully achieved the objective and this is clear with 52% girls enrollment of total enrollments. To ensure the maximum girls participation initiative taken were:

- Free two sets of uniform to all and bags to girl students.
- Free text books for all students so that no student is deprived of books because of poverty.
- Free and compulsory education up to class 8th to all under RTE.
- Mid-Day-Meal initiative for improving nutritional status, encouraging poor children to attend schools.
- Scholarship for all students belonging to family below poverty line.

(iii) <u>**Local ownership:**</u>

Aadhar was launch with the few challenges like Ruined image of Government schools, No improvement in learning level of child, Enrolled students were of that weaker section only that cannot afford the private schools, Public apathy towards these schools and negative impression in common man

With these challenges Aadhar was launched. It was identified that the local participation is must for improving the education quality. Hence various initiatives were taken like Parents teachers meeting, Seminars, Education awareness rallies,. These all activities were intended to attract the people's involvement in upbringing the education system.

Social participation on level is invited in Aadhar and this is working steadily. Peoples have started giving their views to improve the quality of education. Local governing bodies and NGO's are coming out to help in the noble cause.

9. SUGGESTED INDICATORS FOR SUSTAINABILITY OF AADHAR

On the basis of the analysis made few suggestions are listed here:

➢ **Public Interaction**: To insure the sustainability in Enrollment and attendance growth Local social participation is required. A dip in Parent teachers meeting targets achievement can washout all the works. Quality Education and image building will be rapid if it gets mouth to mouth publicity. Only results cannot insure sustainability of the initiative it must be recognized and appreciated in public. So every opportunity to make a public interaction must not be missed.

➢ **Media Management**: In last year media projected mixed report. Some issues of unsatisfied and suspended teachers were also published. Such news articles shows the disputes and problems in Education department. Though actions taken for changing the face of education in Muzaffarnagar are appreciated but such news must not be extra highlighted. A better media management is required.

➢ **Usages of Funds**: Though with complete year program Aadhar is ensuring the 100% teachers and students participation but still the government fund are not being used successfully. An effective management of the funds can bring some more students closer to schools.

➢ **Academic tours and knowledge workshops**: After one year of Aadhar , the requirement of Some more activities like academic tours and knowledge workshops is identified. Such activities will set the stage for Public and student interaction. This will bring positive impact and can bring the enhanced social participation.

➢ **Teachers – Department issues resolve cell**: It is suggested to form a dispute resolving cell. A motivated and satisfied teacher only can give his complete contribution.

➢ **Mid Day meal**: Only 70% of the allotted fund was used in last session. A more focused approach must be developed in order to ensure the proper nutrition along with education. A healthy mind resides in a healthy body, Hence a more integrated approach towards proper utilization of mid day meal fund must be developed.

Abhinav

➢ **Ensuring successful conduction of motivating competitions**

➢ **Scholarship to every child of weaker section**

➢ **Fair posting and transfer policy**

➢ **Timely tracking of the effectiveness of initiative and taking corrective measures.**

LIST OF PARTICIPANTS

(i) **Surendra Singh:** Nominee, Sh. Surendra Singh joined district Muzaffarnagar as Collector and District Magistrate on April 14, 2012. He has studied in govt. run elementary school and is very concerned about the continuous degradation of the reputation of these schools. While posted as CDO in Agra and DM in Saint Ravidas Nagar Bhadohi, Balrampur and Firozabad, he took concrete steps to rebuild and restore education standards in these schools. He inspected schools frequently, taught there, supervised various initiatives, punished guilty, protected innocent, regularized posting, suppressed disturbing elements, motivated teachers, solved their problems, organized seminars, held quizzes / games and enhanced participation of community in developing conducive atmosphere for quality education in these schools. He organized talent search competition involving students of each class of every school in Bhadohi, Balrampur, Firozabad and Muzaffarnagar District. His vision is to create favorable environment in govt. schools to provide equal opportunity of high quality education to every child.

Muzaffarnagar was facing acute problems of skewed distributions of teachers across schools. A parallel BSA Office was running that indulged in all type of malpractices, teachers were attached to non-academic work in large numbers, and poor attendance of teachers and students was a norm. There was extreme interference of teachers' organizations and politicians in day to day activities.

DM acted upon above mentioned issues and resolved them with definite strategy. The crooks were sent behind bar, BSA was suspended, FIR was lodged against leader of teachers' organization and more steps were taken to bring about positive change. He introduced Aadhar initiative with his team to transform education scenario in primary and junior high schools while _constantly striving to realize its objective with relentless effort._

(ii) **Sh. Kaustubh Kumar Singh**: A PES officer who got first posting of his career as BSA Muzaffarnagar. He replaced BSA who was suspended for his misdeeds. It was a challenging assignment for *him in the middle of turmoil.* He was a talented officer with great enthusiasm and energy. He turned out to be a big support to the DM who utilized his creativity in improving the condition of elementary education in the district. He took Aadhar initiative as a great opportunity and burnt mid night oil in its implementation. He took the reign of education system and brought it in tune with the expectation of common man. He held regular inspection, visit, meeting, discussion with the teachers, students and their parents. He worked hand in hand with his DM as well as with his teachers and staff. He did not leave any corner unturned to restore dignity of the elementary education and implement RTE in its true spirit.

(iii) **Main Stakeholders:**

- ✓ **Administrative officials**: District Magistrate is chairman of District Education Committee under Sarva Shiksha Abhiyan. He is assigned with responsibility to monitor, supervise, ensure, coordinate and implement objective of SSA. He ensured regular and timely attendance of teachers & students, providing necessary facilities like books, MDM, uniform, scholarship. Chief Development Officer ADMs, SDMs, Tehsildar were also involved in monitoring and implementation of the initiatives. District Level Officials of various department were involved in conducting competition, inspection etc.

- ✓ **Basic Education Department:** Since the whole initiative was aimed to bring reform in basic education, all the officials of basic education department were directly involved in this initiative. Modules were prepared for them; they were continuously motivated, rewarded and also punished. They were oriented to become part of initiative and particularly a moral sense of responsibility was developed to bring positive change in elementary education. It was surprising to note that most of the ABSA working at block level never checked quality of education and focused only on MDM, building construction, scholarship and uniform distribution but later they proved to become backbone of the initiative.

- ✓ **Teachers:** the whole initiative revolves around teachers posted in different school and they were most important stakeholders. Their role cannot be denied at any level. They were main catalyst of the intended change. Main objective of the initiative was to utilize talent and energy of these highly potential teachers. When they were directed and inspired to focus on teaching with quality, develop sense of belongingness with child,

shape their future, bring out best in their students, inculcate moral values, help their all round development, they happily and readily devoted themselves to the cause pledging their best contribution. Few were definitely resistant and had to be penalized but in impartial and fair manner.

Teachers competed with each other to develop their school as model school, to make their students brightest, to show most creative learning. They evolved new pedagogical techniques, better teacher-student-guardian relationship and a sense of belongingness with students. This led to absolute change in academic atmosphere. Success is credited to the team of teachers in this initiative.

- ✓ **Community**: Community as a whole lost faith in Govt School. The children who attended these schools were from families who didn't bother much about education. So when community was asked to join the initiative they did not believe in this project. They simply laughed. District team communicated to public through various medium. They were convinced that their children can get best education with least investment if you can involve yourself in monitoring of schools. They started inspecting or consulting or teaching in schools. Greater interaction with teachers, officials and administration and action on their complaints, suggestions generated faith in them.

  They strongly participated at various levels and became part of the movement.

- ✓ **Parents and Guardians:** In earlier decades of free India, parents-teachers-students cohesion was very strong. Gradually parent lost faith in Govt schools and started sending their children in public/private/English medium/ CBSE schools. Only poor or ignorant parents sent them to Govt School. This had multiplied negative effect on the quality of education. Gradually, students became careless and teachers became irresponsible. In this initiative, parents- teachers' interaction was intensified and recorded in diary. They were fairly motivated and many of them who were sincere towards education actively participated in implementation of the initiative.

- ✓ **NGO/Social Organisation:** Many social organizations came forward to support Aadhar initiative in various forms. The toppers of Adarsh Shikshak and Medhavi Chhatra Khoj Pratiyogita were adopted by elite community to take care of them and guide them in their career.

✓ **Students**: In this whole process, _students were main target beneficiaries_. Initiative was focused on the students to groom them as civilized, learned, healthy and academically strong citizens. Students were extremely happy and excited to witness change in their school atmosphere. They accommodated themselves to new methods and techniques of learning. They not only participated but excelled in all type of extracurricular activities like quiz, essay writing, competition, game and cultural programs. They prepared themselves for any challenge and developed a feeling of pride & confidence.

Appendix-I

QUESTIONNAIRE FOR CITIZENS

1. On a scale of 10, how would you rate the government school in your area?
   A) Below 3 (Poor)
   B) 3-5 (Average)
   C) 6-7Above average
   D) 8-9(good)
   E) 10 (Excellent)

2. Have you noticed Education awareness programs organized by the school of your area?
   a) Yes   b) No

   If yes, please explain

3. Have you participated and gave your opinion in the social activities organized by School?
   A) Yes
   B) No

4. Is there any improvement in school – teachers working?
   a) Yes
   b) No

5. Do you have any children of your family in the government school of your area?
   a) Yes   b) No

If yes, do you find and positive change in the quality of education?

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If No? Would you like to enroll your child in the government school after introduced changes? [Yes / No]

QUESTIONNAIRE FOR STUDENTS

1. How do you find your New Year schedule? Rate
   a) Very Interesting
   b) Good
   c) Average
   d) Not Good

2. Do you enjoy the new activities introduced in your curriculum?
   a) Yes
   b) No

3. How do you find new competition like Medhavi chhatra pratiyogita?
   a) Very good
   b) Good
   c) Average

4. Do you find your school best in the area?
   a) Yes
   b) No
   c) Can't say

1. How effective the new curriculum plan is?
   a) Very good
   b) Good
   c) Average
   d) Not satisfactory

2. Do you find any positive change in public opinion about your school?
   a) Yes
   b) No

3. Are you happy with the new instructions and schedule introduced by BSA?
   a) Yes
   b) No

4. Is BRC Day celebration is helpful in solving your problems and concerns?
   a) Yes
   b) No

5. Do Students feel more enthusiastic with the new introduced competitions and opportunities?
   a) Yes
   b) No

6. Is this new curriculum is helpful to track the progress of the students?
   a) Yes
   b) No

7. Rate the Aadhar initiative on scale of 10. [   ]

*** Do Not Take name of students and teachers

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